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The Value and Uses of History

A Symposium

PROCEEDINGS:

VERMONT HISTORICAL SOCIETY

January, 1944

Vermont Historical Society

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The Vermont Historical Society is both an archives of invaluable material for the study of community, state and nation, and an educational institution promoting the study of and research in history as a way of approach to the problems of man in his relation to society. It performs for the State of Vermont its historical function, and is the official state historical society, occupying quarters in the State Library and Supreme Court Building, where it maintains its library, manuscript collections, and the State Museum.

It is supported both by state appropriation and by private endowment. Bequests and gifts, either of funds, of books and manuscripts, or of relics, are welcomed. The Society, through its educational activities, its publications, and its program of preservation of historical materials, serves a membership of over five hundred as well as the citizens of Vermont. Its resources are open to any serious student between the hours of 8 a.m. and 4 p.m., except Saturdays, when the library and museum close at noon.

You and your friends are cordially invited to join the Society and thereby further its aims and objectives. Membership (two dollars) brings with it a yearly subscription to the VERMONT QUARTERLY, *as well as special publication discounts. A yearly convention of the membership is held in January, and annually the Society meets with the New York State Historical Association in the Champlain Valley Conference.*

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It has been necessary to postpone the special illustrated issue on modern Vermont artists, though it remains on our agenda for the future. Next issue we shall bring you another of Robert Davis's *Middlebury Sketches*, an economic survey by Colonel William J. Wilgus, some *Letters of the War of 1812*, and some biographical notes on that unusual Vermonter, Matthew Lyon.

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HISTORY AS SEQUENCE

By RAYMOND GRAM SWING

SEQUENCE is a simple word, conveying a simple meaning. Events follow one after the other, and they follow not haphazardly, but in an orderly procession. There is no mystery about this procession. Cause produces effect, and effect reveals cause. Sequence is the foundation of individual and social thought. By studying sequence, we come upon the principles which shape our circumstances. And the understanding of the principles gives us the control over our personal and social affairs which we call freedom. We know that we can do today the deeds which will prepare for our having our desires tomorrow. And if it were not for this knowledge, we should be automatons, hapless victims of chance without the need for morals and spirit. We should have no use for dignity, for faith, for a social order, for individual integrity, and for that greatly misunderstood concept called idealism.

Idealism grows from an understanding of the laws of sequence. It is the knowledge that doing the wise deed in time will avert disaster and produce benefit. By an intellectual error, the word idealism has come to be used as the opposite of realism. But there is not a real world in which idealism has no part. Too often there is a real world which has refused to heed the advice of idealism, and so has refused to act wisely. But every real part of individual and social life which is beneficial is the fruit of idealism. Every disaster is the consequence of insufficient idealism. Idealism is not of the ivory tower. It is simply good realism which either has been given a chance and is accepted as a matter of course; or it is potential realism which has been kept from becoming real. *Muhlenberg College, June 2, 1941.*

IMPORTANCE OF HISTORY IN WARTIME

By Governor William H. Wills

IN time of war our history becomes of first importance. In fact we are fighting now to defend those customs, laws, and institutions which constitute our history. We are fighting thousands of miles from our native soil because we believe that our history gives promise of a better future than does the history of our enemies.

It would be well if every young man and woman serving in our armed forces might become thoroughly acquainted with his own country's record, and with the records of those countries which he is now in the process of conquering. If this could be done I believe that there would be no need for fighting slogans. Our past, in spite of errors which we have made, when compared with the pasts of nations which have allowed Hitlers and Tojos to rise to power, should constitute a better reason for fighting than all the slogans ever composed by man.

There is another reason why I believe that a knowledge of history is more important to us than it ever has been before. Following the war the United States and all of the other nations on this earth are going to be confronted with problems so great, that if you had even suggested such a possibility a few years ago you would have been turned aside as a wild dreamer. If this nation, and other nations, are to survive the transition from war to a full peacetime economy without unbelievable suffering, it is going to mean that our leaders, and the leaders of our allies, will have to perform acts of leadership and statesmanship such as we have not seen since the days of Lincoln, even, perhaps, since the times of Washington, Jefferson, Paine, and Madison. If we are going to plan wisely for the future, our plans are going to have to be based on a deep understanding of what has gone before — for instance, an understanding of those things that were responsible for welding thirteen quarreling little countries into what is today the most powerful nation on earth.

The Vermont Historical Society, and all other organizations of a similar type, are therefore engaged in a work of great importance to this nation's welfare.

EDUCATIONAL PLANNING AND THE STUDY OF HISTORY

By JOHN S. MILLIS
President, University of Vermont

IN common with virtually all groups of our society, the faculties and administrative officers of our schools and colleges are devoting a great deal of time and thought to self-evaluation and to planning for the future. In my personal opinion this attention to planning is much more than the mere following of the fashion of the hour. It arises largely from two compelling factors: first, the inescapable realization that education lends itself as readily to achieving evil ends as it does to achieving good ends, and second, the conviction that American schools and colleges will have an opportunity, greater than ever before presented, to directly influence through their teaching not only the development of America, but also the development of the whole world.

Since education is one of the foundations upon which democracy is laid, we have all been prone to think that the more universally education was made available to our people and the greater the quantity furnished, the more nearly would we approach the ideal of a true democracy. We have, therefore, concentrated upon providing more education for more people, assuming that the education in and of itself was good. The second world war is convincing evidence that education can be used to achieve ends of evil and destruction. Germany has for generations been a leader in education and yet many feel that the world would be a much better place if the German people had far less education in certain fields. Realizing the instrument of power which education can and has become, it behooves all concerned with American institutions to consider carefully our procedures and our philosophies so that future generations may not say that we permitted education to be used as a means to any end other than the freedom of man's body, mind, and spirit.

The war has interrupted or postponed the education of hundreds of

thousands of young men and many young women. Virtually all of these young men and women will wish to resume their studies at the end of hostilities; in fact, it seems highly probable that a grateful nation will make it financially possible for literally millions of servicemen and women to obtain further education. Our schools and colleges will therefore be called upon to educate and train in a brief period the accumulation of three, four, or more school or college generations. Since from this group will come the men and women who will lead America for more than a generation and since the servicemen will undoubtedly constitute one of the most powerful groups in our national society, the schools and colleges will have an opportunity to affect directly the course of American history. If the education given to the huge group concerned is sound and its philosophy moral, we can expect great progress toward the goal of democracy. If, on the other hand, the education given lacks positive and moral ends, if it should be shoddy and wholly materialistic, America may follow evil paths and the cause of true civilization be set back many generations.

Not only will our educational institutions have under their care the largest group of young Americans in all history but they will have as students those young men and women who will have much to do with shaping the destinies of most of the rest of the world as well. The schools and the universities of the occupied countries have been destroyed. Their libraries and their laboratories are wiped out. Their faculties have been scattered and in many cases, actually exterminated. France, Belgium, the Netherlands, Poland, Norway, Czecho-Slovakia will have no schools, no colleges, no technical institutions. The young people of these countries must look to foreign schools and universities for their education for the better part of a generation.

I am strongly attracted by the thesis advanced by several leading thinkers concerning the industrialization of those parts of the earth presently undeveloped. Practically the only parts of the earth to which modern industrial civilization has not penetrated, or at least begun to appear, lie in the Torrid Zone. Starting with North Africa and proceeding eastward through the Near East, the Middle East, to the western shores of the Pacific, lie land areas as yet virtually undeveloped and containing hundreds of millions of people who desire and will have the benefits of technology and industrialization. There can be no doubt that it is in this area that the next fifty years will see the most startling changes. Yet because these regions lie within the Torrid Zone, many thinkers believe that the expected development will

differ sharply from that which history has previously recorded. The United States was settled and developed by people from Europe and every other frontier in the Temperate Zone. So far, peoples native to the Temperate Zones have not been particularly successful in the industrialization of the regions lying within the Torrid Zone. It may well be argued, therefore, that the technological and economic development of the last frontiers remaining will be led by and actually executed by people native to these regions. However, the engineers, the doctors, the teachers, all the professional personnel needed for such a development, must be educated and trained in foreign universities.

There will certainly be a large group of young men and women from the occupied countries and from North Africa, the Near East, the Middle East, the Far East, who will at the end of the war be seeking education. In past generations these people would logically look to Europe and England. However, aside from Germany, there are now no European universities and even in Germany, higher education has atrophied greatly. A recent report stated that of the seventy odd technical institutions of pre-war Germany, only five were now operating. We know that many, if not the majority, of German teachers have been exiled or killed. England has never had facilities of higher education in abundance. A recent report of the Minister of Education states that Britain must double its university capacity to care for the needs of its own population. It seems inescapable, therefore, that our American universities and colleges must not only provide for greatly increased numbers of American youth, but must also accept thousands of young people from all over the earth. As I said before, never before has there been such an opportunity for great achievement and never before have American educators been faced with so tremendous a price upon failure. No consideration of policy, procedure, nor practice can be too thorough. No element of national planning demands such true statesmanship.

In my opinion, the greatest weakness of American education has been its lack of a great and central ideal which would serve both as an integrating force and an inspiring power. Our universities have been more noted for the universality of their curricular offerings than for the unity of their philosophies and development. In the search for a great and stimulating ideal, there seems to be but one which all Americans can and will accept. That is the ideal of freedom, the liberal ideal. Though we as individuals must be free to follow our own course, though we earn our livings in a thousand different ways,

though we have diverse interests, tastes, and even standards, we are united in one determination: to live as free men in a free society.

Let us examine briefly the basic assumptions of the liberal ideal. We start with the conviction that man is distinguished from the rest of nature by an unmatched dignity, a dignity of a mind and an immortal spirit. Since he is set apart by this dignity, man must have the greatest gift of life: liberty. The concept of liberty includes physical freedom, but far more important it involves freedom of the mind and of the spirit. The modern conditions under which we live leave us very little physical freedom since our laws and the customs of society prescribe our actions within very definite limits. Hence our liberty is almost entirely of the mind and the creative spirit. The privileges to which man is entitled by reason of his dignity involve very definite responsibilities. There can never be rights without attendant responsibilities. The responsibility attendant upon freedom is self-discipline. Self-discipline must be both physical and mental just as liberty is both physical and mental. I know of no better brief summary of the liberal ideal than the motto of the State of Vermont "Freedom and Unity": Freedom of the individual coupled to self-discipline of the individual in the interests of the unity of society.

As men have freedom and unity as goals in common, so the education of men must have as its common denominator the liberal ideal. Freedom and unity in education can be achieved only by a liberating, a liberal education. Though education must serve many goals, for some must be doctors, some scientists, some manufacturers, some teachers, it must serve the one goal held in common by all men. It is the goal of liberal education to permit us to live as free men in a free society.

The term "liberal education" seems to have a different meaning for each different individual who uses it. Hence it has come to be almost meaningless. I prefer to define it in terms of the concepts of "Freedom and Unity." Though a liberal education is difficult to define accurately and completely, there are certain very definite results it strives to achieve in those who have attained it. The first characteristic of a liberally educated man is that he is convinced of the supreme importance of the human intellect and the creative power of the human spirit. He has come to a realization that only in the mind and in the soul is there timelessness. He has arrived at a set of values that places the life of the mind above that of the body. He has in short developed a set of spiritual values — and has become moral.

The second characteristic of the liberally educated man is his command of the instruments of thought and the communication of thought. This characteristic follows directly from that mentioned above. As the individual becomes convinced of the superiority of the mind, he naturally becomes proficient in its use. The thoughtful man must be articulate and hence develops the art of communication.

The third characteristic of a liberally trained mind is that it is disciplined. There are many mental disciplines but in my opinion there are four of paramount importance — Precision, Opinion, Appreciation, Reflective synthesis. The liberally trained mind is precise; it proceeds along logical lines and it expresses itself accurately and directly; it ascertains facts, and refuses to traffic with anything less than the truth. The liberally trained mind is capable of forming an opinion based upon a careful consideration and judgment of all the evidence presently available. Coupled with the ability to collect evidence, to sift it, and to use it, there is the ever present acceptance of the tentative character of every opinion. No opinion can ever be said to be true or false, at best it can only be an hypothesis which is certain to be improved in the light of additional data. The liberally trained mind has standards of taste which come only through appreciation of that which is good and beautiful. The liberally trained mind is above all distinguished by its ability, won only through constant effort and discipline, to synthesize. The mind can draw from its experience and its acquired information and through its own processes carry thought and knowledge beyond experience.

Finally, all liberally educated men have knowledge and experience in common. Holding ideals and aspirations in common, it could not be otherwise. They cannot escape knowing something of the great triumphs of the human struggle, to have enjoyed the great fruits of man's creative spirit, and to understand in sympathy man's many failures.

There are many ways to accomplish the goals of a liberal education. Since it is the common denominator of all educational procedures, its vehicle may be almost any one of hundreds of subject matters. However, there are good vehicles and there are those not so good. History must certainly be classed as one of the good vehicles of a liberal education and must therefore play an important part in our planning of the curriculum.

First, history conveys to us the evidence of the supremacy of the mind. It convinces us of the power of the intellect. History can and

does inspire. Secondly, the subject of history is one of the best media to inculcate the discipline of opinion. History presents the evidence upon which opinion can be based but ever reminds us of the tentative character of any opinion. Thirdly, history in and of itself constitutes much of that common knowledge which educated men do have. History is the mortar which holds together the bricks which are the isolated fields of human knowledge. History is the great correlator.

Education has a great task to perform and the true study of history is one of the educator's most powerful tools. History must inspire, it must discipline, it must coordinate and correlate. Above all, history can liberate, for history contains the timeless story of the individual and society and the outline of the goal toward which we strive — "Freedom and Unity."

WHY SHOULD AMERICANS KNOW THEIR OWN HISTORY?

By Edgar B. Wesley, *Director*
Committee on American History

This unusually fine statement of the nature and value of history we print through permission of the Macmillan Company. A review of the findings of the Committee follows on page 20.

LAYMEN and educators are generally agreed that knowledge of our own history is essential in the making of Americans. The reasons for this belief may be summed up under four main heads. History makes *loyal citizens* because memories of common experiences and common aspirations are essential ingredients in patriotism. History makes *intelligent voters* because sound decisions about present problems must be based on knowledge of the past. History makes *good neighbors* because it teaches tolerance of individual differences and appreciation of varied abilities and interests. History makes *stable, well-rounded individuals* because it gives them a start toward understanding the pattern of society and toward enjoying the artistic and intellectual productions of the past. It gives long views, a perspective, a measure of what is permanent in a nation's life. To a people it is what memory is to the individual; and memory, express or unconscious, guides the acts of every sentient being.

All this is true, but not in an exclusive sense. History leads to all these goals; so do other subjects studied in the schools. Civics, geography, and sociology also aid in developing loyal and intelligent citizens; art and literature help to create tolerant, sympathetic, well-rounded individuals. Each one has a definite place in the curriculum.

The unique importance of history is based not on its objectives, which are common to other school subjects, but on its methods and materials. History relates the *social experience of our people in concrete and detailed form.* It deals with specific and unique events instead of with averages and abstractions. It is interested in the experiences of groups of ordinary individuals as well as in the achievements of extraordinary persons. History arranges its materials in chronologi-

cal order and thus is naturally led to stress the concepts of change and continuity, of development and decay. This time dimension cannot be given so much emphasis in any other school subject. In short, history attempts to present the facts of social experience in the same form and order in which the facts of individual experience occur.

Formal history is an attempt to widen and deepen the stream of historical thinking which flows through every man's mind. We are all historians, as Carl Becker once said; we are all forced to use our knowledge of the past in every act of daily life. We do something because we have always done it; we refrain from doing something because we have found that unpleasant consequences develop from that particular action. Faced with a new situation, we try to find in it elements which are familiar from past experience. If we could not learn from the past we would find the present unendurable. We would be perpetual strangers in the city of mankind, unable to move easily or with confidence, forever wandering from the main streets into the blind alleys. Men who cannot remember their own personal history are feeble-minded or afflicted; men who cannot learn from their own experience are failures.

What is true of individuals is also true of communities. Every organized social group is guided by its recollection of the past. If it does not think about its past it will be ruled by custom, but only the most primitive peoples remain at this level. Everywhere else there is a conscious effort to learn from the past, because knowledge of the past is the guide to acting in the present and planning for the future. It is hard to see how a community could exist without a sense of its past. It could not know that it was now a community if it did not know that it had been a community. It could not have a common policy if it did not remember the common experiences from which policy must be derived. We have all laughed at the story of the college which opened its doors in September and called a mass-meeting of the student body in October to determine its traditions, but there was a good deal of sense behind this somewhat premature action. Until the college had traditions it would not be a community of students and teachers but merely an unstable mixture of individuals.

We all use history; we all appeal to past experience in making both individual and group decisions. Much of the history we use comes to us naturally and without effort; we remember our own experiences and those of the people with whom we are most closely associated. In a small community or a primitive society this informal history meets

most needs. In a large community or a complex society it is inadequate. There are many experiences, important in the life of the whole community, which the individual will never encounter in his own life because they are too remote in space or in time. It is essential for the individual to know something about these experiences because they influence the life of his community, because they form the necessary basis for any intelligent decision.

The more complex the society, the wider and deeper its roots go into the past. It was not very important for our ancestors of the eighteenth century to know the history of the Far East; it is of greatest importance for us to know something of that history today. It was not very important for our ancestors to know the history of the republics of the ancient world when they were hewing new settlements out of the wilderness, but when the Founding Fathers met at Philadelphia in 1787 almost every delegate made constant reference to the Greek and Roman experience. Formal history is needed to bridge the gap between the limited experience of the individual and the tremendously complicated experience on which our civilization is built.

Once these general principles are understood, it is easier to see how the study of history, and especially of American history, contributes to the educational objectives mentioned above. History can help to make loyal citizens because history has helped to make the nation. It was the sense of having had the same experiences, of having suffered the same wrongs, of having attempted the same remedies, which encouraged the thirteen colonies to unite in the War of the Revolution. It was the memory of the common experience in that war, added to a common political and intellectual background, which made the drafting and adoption of the Constitution possible. And the idea of the Union, which in the end proved strong enough to override the terrible divisions of the Civil War, was based on the belief that in working together for three generations we had created a way of life which should not be allowed to perish.

Common experience and common aspirations make a nation, and they can be most easily found and most fully understood through a study of its history. The symbols in which a nation tries to express its spirits are historical symbols. Our national festivals — Washington's Birthday, Memorial Day, the Fourth of July — commemorate the great men and events of our history. The aspirations of the American people are epitomized in the Declaration of Independence and the Gettysburg Address. The log cabin and the covered wagon remind us

of the conquest of a continent, Faneuil Hall and Monticello of the heroic age of the Republic. How can a boy who knows only an Iowa farm or a Pennsylvania factory town understand the full meaning of these symbols — how can he know the temper and spirit of the nation, what we have been and what we wish to be — if he does not know our history? How can he understand his own community if he does not understand how it has influenced and been influenced by the history of the country? The nation is greater than our own experiences, and its greatness can be comprehended only by knowing something of the deeds and the hopes of our fellow-Americans.

The value of American history in preparing future voters for intelligent participation in politics is so obvious that the point hardly needs elaboration. Parties and candidates always try to identify themselves with admirable episodes and individuals in our past. Every political campaign involves questions of historical interpretation. We have repeatedly argued the great question of federal and local authority, government and business, isolation and coöperation in world affairs. No voter can make an intelligent decision about such problems unless he knows what our policies have been and what results they have produced.

Even more important than knowledge of specific facts is the type of thinking which is encouraged by the study of history. A student who has learned to think in terms of historical development should realize both the certainty and the gradualness of change. He should realize the complexity of even the simplest social problems and the uselessness of superficial solutions. He should be able to avoid the extreme optimism which keeps men from seeing the existence of a problem until it has become acute and the extreme pessimism which leads to hasty and ill-considered action. The democratic process does not work well with citizens who become panicky and seek patent remedies, and knowledge of the crises of the past is one of the best safeguards against these weaknesses.

Americans must be good neighbors as well as good citizens. No country so large and so productive as the United States can exist without diversity of occupations, interests, and beliefs. Any attempt to impose uniformity would keep us from making the most of our human and geographical resources. Any attempt to treat large groups of Americans as second-class citizens would destroy the unity of the nation. The "100-per-cent American" who insists on absolute conformity in belief and behavior is unconsciously trying to destroy at

least 50 per cent of American life. We need more tolerance; we need active appreciation of the contributions of all the kinds of people who make up our country. The study of history can do much to create this state of mind. The student who can see that both Hamilton and Jefferson helped to establish the Republic will be less inclined to treat his political opponents as traitors and outcasts. The student who can see that both the pioneer farmer in the Middle West and the pioneer ironmaster in Pennsylvania helped to make the Republic strong will be less inclined to denounce a particular economic group as the cause of all our troubles. The student who knows what was done by Steuben and Gallatin, Ericsson and Pulitzer, Booker T. Washington and St. Gaudens, will be less inclined to ascribe all virtue and intelligence to a single racial group. The platitude that it takes all kinds of people to make the world is usually uttered in a tone of sour resignation. What history does is to point out that the world can exist only by having all sorts of people in it.

If history can teach an individual how to live with his neighbors, it has already begun to teach him how to live with himself. Understanding and appreciating what has been done by others is one way of keeping life from becoming monotonous and meaningless. History, when properly taught, shows the importance of religion, art, and literature as much as it does that of economic and political processes. And even if history does not introduce the student to the literature and art of the past it can increase his enjoyment by placing these works in their proper setting. Moreover, history itself gives pleasure to many people. It has an interesting story to tell, and it illustrates aspects of human behavior which the arts singly have never been able to present.

There is also a stabilizing influence in the study of history; in binding the individual to the past it keeps him from being blown about by the winds of hope and despair. Young people, when they are not thinking that every one of their ideas is new and every one of their successes unique, are apt to be thinking that every misfortune is unprecedented, every loss irretrievable, every suffering unparalleled. There is something comforting in the realization that others have had the same troubles, just as there is something chastening in the realization that others have accomplished a good deal even if they did live in the dark ages before 1900. Courage and humility, a realization that individuals make history and that it takes many of them to do it — these are some of the fruits of historical studies, and the individual

who has gathered them has gone a long way toward adjusting himself to the world in which he lives.

The study of history can help to develop loyal, intelligent, coöperative, well-rounded, and well-balanced American citizens. But not everything which is labeled history will produce these results, and even the best history will not be effective if its lessons are not reinforced by other experiences, both inside and outside the school. Everything that men have said and done is raw material for history, but history is more than a pile of this raw material, just as a book is more than a heap of type.

Historians must select from the vast record of human activity those events and ideas, institutions and personalities, which seem to have significance; they have the further obligation of explaining why the events which were chosen are significant. They have usually found the first task easier than the second. No two historians would produce exactly identical lists of important events, but no two historians would fail to produce lists which had many items in common. School courses in history have usually been formed around this common core of events recognized by most scholars as important. Unfortunately teachers and writers of history sometimes seem too exhausted by the labor of selection to undertake the work of interpretation. They know why the events are important, and they expect their students to accept without question the statement that they are important. There still are courses in history in which students memorize long lists of facts without ever receiving an explanation of the significance of the facts. Students taught in this way can hardly be blamed for finding history dull and useless. They might as well be asked to learn the geography and economic activities of their town by memorizing the telephone directory.

Teachers and writers who avoid the purely factual approach to history may fall into still other errors. One of the most important lessons of history is that all human activities are interrelated. We all know that a religious revival may lead to important political decisions, or that an economic depression may have profound influence on art and literature, but it is difficult to point out these relationships to a class. It is easier to keep the topics separate during most of the course, and to spend only a few minutes building flimsy bridges from one to the other.

An even worse fault in teaching history is the tendency to emphasize one activity at the expense of all the rest. America has had a rich

experience, and no single approach will do full justice to what we have achieved. American democracy has been expressed in our economic structure and in our literature as well as in our political institutions. American ideals have been upheld by our religious and intellectual leaders at times when they have been almost forgotten by our political and economic leaders. Excessive concentration on any one aspect of the past may lead students to believe that social problems are simpler than they really are, that all difficulties may be solved by one method, that many activities are useless because they are unrecorded in school textbooks.

A history course which is broad enough to give a true picture of American society may nevertheless be inadequate because it emphasizes social forces instead of individuals, solutions instead of problems. History is the record of human decision as well as the record of human experience. Men have always had to choose, and choose at their peril, between alternative lines of action. History is made by men and not by blind forces beyond human control. There is no reason to be proud of the American achievement if it was inevitable and predestined. There is no reason for a student to prepare himself for the responsibilities of citizenship if he feels that all problems solve themselves automatically. We must discuss great men as well as great events; we must think of what might have been as well as what was.

Finally, if the study of history is to prepare Americans for living in the world of today, that study must not be wholly confined to the history of the United States. We must know our own history if we are to understand our country and deal adequately with its problems. But many aspects of our history can be fully understood only in the perspective of world history, and many of our problems cannot be solved without reference to other peoples. The American Revolution was part of a world war in which four European countries were involved; the development of American industry has often been affected by events which took place abroad. If we know only our own history we are apt to exaggerate both our achievements and our failures. Such exaggerated ideas of superiority and inferiority (the two can exist simultaneously) easily lead a people astray and such ideas can best be checked by a study of world history. It is also true that Americans have not yet had all the experience of other peoples, and that certain ideas and forms of social organization which may affect our country in the future can be studied at present only by going beyond the limits of the United States. For these reasons it seems clear that the intensive

study of American history should be supplemented by a survey of the history of the more important foreign countries.

Since history is concerned with all significant human achievement, it is dependent on almost every other subject taught in the schools. The historian has neither the time nor the ability to discuss in detail all the activities which he hopes to bring into meaningful relation with one another. If his students do not know something about literature and government, art and economics, he will find himself teaching empty verbalisms. The materials of history cannot be understood if the content of other subjects has not been studied. The lessons of history cannot be applied if they are not given direction and meaning by the other social studies and the other fields of human knowledge.

The historian believes that knowledge of the past will help us to understand the present, but he knows that his primary job is to explain the past. Immediate concern with the present is reserved for the teachers of politics, sociology, and economics, and much historical knowledge is useful and usable only after they have done their work. The historian believes that knowledge of our past will help to develop good citizens and good neighbors, but he knows that history describes what was done instead of what should have been done. Values and ideals, civic and private virtues, are implied in the study of history, but they are made explicit through courses in religion, literature, and civics. The historian believes that knowledge of the past will help to produce well-rounded, well-balanced individuals, but he knows that history alone will not give this result. The well-rounded man must know something of the sciences and the arts as well as something of the social studies; the well-balanced man may find stability in studying the works of individuals as well as the work of society.

Finally, it must be remembered that history is only a guide, not a dictator, that it can suggest but cannot command. The closest study of past experience does not guarantee that we will draw the proper inferences from our study; the deepest knowledge of the aspirations and ideals of our ancestors does not guarantee that we will live up to their standards. And even the suggestions gained from the study of history can be stifled quickly by an unfavorable environment outside the school. If we are not good citizens we can hardly expect the schools to make good citizens of our children. If there is a conflict between what is taught in the school and what is done in the community, it is not the school which will be victorious. Community inertia and selfishness cannot be overcome by filling our history courses with boastful and

exaggerated claims about the strength and virtues of the nation. This kind of teaching not only destroys the values of history by giving students false ideas about our country; it is not even effective as propaganda. The experience of France is instructive on this point. The French schools taught their national history carefully, thoroughly, and effectively. They emphasized the value of French civilization and the wisdom of French policy, while saying little about the objectives and achievements of other peoples. Few other countries devoted as much time to national history or presented it in as attractive form. But what the schools taught was the union of all citizens in unselfish support of their country, and what the students saw about them were irreconcilable cleavages between Right and Left, greedy politicians plotting for office, and cynical individuals seeking favors from a corrupt government. When the test came, the ideals taught in the schools were not strong enough to overcome promptly the decay of the nation's social and political leadership.

The United States has great traditions to remember and great ideals for which to strive. But if the traditions and the ideals exist only in textbooks and classrooms they are museum pieces. We must *live* our traditions and our ideals before we can teach them. The study of American history can help to produce loyal, intelligent, coöperative, well-rounded citizens only if our society honors citizens who possess these qualities.

AMERICAN HISTORY IN THE SCHOOLS AND COLLEGES

A REVIEW

By JOHN C. HUDEN

State Supervisor of High Schools

FROM time to time various committees, commissions, and other investigating bodies have attempted to examine that vast body of facts, attitudes, and problems known as American History. Sometimes these surveys have been conducted by pressure groups attempting to force an issue; less frequently investigations have been conducted in good faith by powerful newspapers; in extremely rare cases an evaluation has been made by a committee of competent historians and history teachers. The most recent effort in the last named category is the study which resulted in *American History in Schools and Colleges*, the report of a joint committee of the American Historical Association, Mississippi Valley Historical Association, and National Council for the Social Studies, directed by Edgar B. Wesley. This document (comprising 148 pages of carefully edited commentaries on the teaching of American History) was published in January 1944 by the Macmillan Company.

"A consideration of all aspects of the study and teaching of American History would have been beyond the time and resources of the committee" reads the foreword. Problems of testing, measurement, organization of materials and classroom methods were "consciously excluded" from the report; the committee recognized, however, that "American History could neither be studied nor taught in isolation from the more inclusive currents" of world history, economics, sociology, and political science.

Several fundamental issues are stressed in this work. The extent and quality of popular knowledge is discussed in the initial chapter entitled "Do Americans Know Their Own History?"; the functions of history are emphasized in the sparkling second capitular division "Why Should Americans Know Their Own History?" which is in-

cluded in this issue by permission of the publishers. Other sections outline history programs in schools and colleges, redefine history, recommend minimum content at various levels of instruction, and make recommendations concerning the teaching of American History. Taken as a whole, this report is one of the most challenging, and at the same time one of the most illuminating brochures published within the past three decades.

"The Committee urges the public and educators . . . to consider its proposals. . . . Whether the position of this Committee on a particular issue is upheld or condemned may not be vital, but it is important that American boys and girls receive the kind of instruction in the history of their country *which will help to prepare them for active, intelligent citizenship.*" This statement is the keynote of the whole report. The ultimate test of good history instruction is not the acquisition of a vast fund of data concerning tariffs, battles, and administrations. The chief goal is not the ability to memorize great numbers of dates and associated events. The main function of American history teaching is the concrete, detailed account of the social experience of Americans, so portrayed as to influence the growth of American boys and girls toward that ideal state of citizenship exemplified by the best of our enlightened populace. Because of this dynamic underlying purpose, the report is extremely worth while; because of the wealth of evidence it presents, the report is convincing; because of the challenge of this grave wartime emergency and the problems which will accompany peace, the report is timely. It is fitting, therefore, that some of the main questions raised and discussed by the report should be presented in considerable detail. The findings outlined in chapter ten provide excellent points of departure from which to fare into that vast area of endeavor conveniently labeled "American History."

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AMERICAN HISTORY COURSES IN SCHOOLS AND COLLEGES

(*with emphasis on Vermont offerings*)

Finding 1. "Every pupil should study American History on at least three grade levels." The courses of study for Vermont public schools provide for the fulfillment of this recommendation. The first level of American History instruction is found in grades five and six, where

the ages of discovery, colonization, revolution, and development are traced from about 1100 to 1814. These units are not presented in vacuo; the main events and trends are shown in relation to the emerging civilizations of Europe, South America, and to some extent those of Asia. "American History," says the Committee, "can neither be studied or taught in isolation from the more inclusive currents of World History."

The second level is found in grades seven and eight. The Vermont State Department of Education's *Suggested Courses of Study in the Social Studies for Elementary Schools* provides for the development of such topics as "How We Moved Forward and Westward," "How Our Nation Abolished Slavery," "How the United States Became a World Power," etc., covering the century 1814–1914. The main objective is "To learn how the growth and development of the new West caused a change in political and social standards and created many new governmental as well as social problems." (This is the logical successor to the main objectives in grades five and six, where an historical atmosphere, an attitude of interest and the story of the victorious emergence of England in North America were stressed.)

In grade eight, the second level of American History is continued. The general aim is "to develop ideas, attitudes, and habits of living which tend to make pupils worthy members of society, with ability to enjoy the finer things of life as well as to find pleasure in acquiring knowledges and skills, and satisfaction in the accomplishment of work well done." World affairs, current history, and social trends, all woven into a series of units covering the United States from 1914 until the present, are offered in the first semester in grade eight, while the remaining half-year may be devoted to Vermont history.

"The story of Vermont is a thrilling tale" and "To learn to appreciate Vermont" are two of the major premises in this section. Unfortunately the lack of suitable material prevents the realization of these aims in most schools. There are plenty of books which extol the glories of Greece, Rome, France, England, and their people; but we have no adequate textual treatment of Vermont and Vermonters. Our colleges afford splendid preparation in the histories of European nations, South America, and even the Far East, but make no pretense of teaching Vermont history to the degree (and in the manner) which our situation warrants. Aside from the splendid offerings of Professor Leon Dean at the University of Vermont, no avowed courses in Vermont history are available, and those only at infrequent intervals.

The study of Vermont history is stimulated to a considerable extent in grades 7–12 by means of the VHS sponsored Edmunds Essay Contests, of which further mention will be made in connection with the third level of instruction in American History.

The Committee states further that "In the elementary grades (grades 1–8 inclusive) there are no electives, so the offering is synonymous with the taking." Every Vermont child who completes grade six (the minimum leaving requirement) has been exposed at least to the history of his country from 1100 to 1814. Every Vermont child who completes grade seven has had instruction in United States History up to 1914; those who complete grade eight have had their school-history horizons extended to the present day, and have had some formal instruction in Vermont history as well.

The third level of American History instruction is outlined and discussed for Vermont high school teachers in *Suggested Courses of Study and Teachers' Manual in the Social Studies for Vermont Secondary Schools*. This book (like the elementary school document) is the product of painstaking work on the part of a committee of Vermont teachers, which completes and satisfies the second finding of the Committee on American History (page 118 of the Report under discussion) viz.: "Teachers of American History at every level from the grades to the graduate school should coöperate to determine the content of American History courses."

The major aims of the high school offerings are consistent with those of the elementary levels. "The study of the development of American History, the heavy responsibilities of adult citizenship, the basic nature of American culture, the interrelationship between America and the other nations of the world" — all are stressed in the body of the units as well as in the preliminary lists of objectives. As on the elementary levels, correlations with other subjects insure that "History [will] be taught with a full awareness of its relations to other areas." (Finding 4, page 118.) The third level of instruction is continued in Vermont colleges.

In general the Committee feels that "American History is now taught with sufficient frequency." (Finding 3, page 118.) It therefore emphasizes that "improvement in quality rather than increase in quantity should be the major concern of educators and the public." (Finding 3, concluded.) One of the chief causes of low quality instruction is that history is being taught by unqualified people. This is not to disparage the patient labor of mathematics instructors, home eco-

nomics teachers, and harassed principals in our tiny Vermont high schools, where subjects for which one has never prepared are too often assigned because "they fall that way into the daily program." Nor is this to decry the zeal and industry of the history teachers who are teaching history. But it is worth while to point out the difficulties, in Vermont at least, of "certifying teachers for specific fields and for limited periods" (Finding 17, page 120), one of the Committee's principal remedies.

Other findings deserve more extended treatment than this discussion can afford. For instance, Finding 5 (page 118) ("The Committee urges teachers to demand adequate libraries. The budget for social studies books should at least equal the annual expenditure for equipment for physics, chemistry, and the other sciences") would presuppose the right of teachers to demand in the first place, and the assumption that the science courses are adequately financed in the second place. Neither the supposition nor the assumption is correct. The finding should have begun with its initial declaration, "Instruction [in American History] cannot be successful without the constant use of the library" and might well have gone on to include Finding 18 (page 120). "Libraries, newspapers, magazines, the radio, motion pictures, the stage, the platform, and all other informal agencies which teach history deserve commendation for their efforts and encouragement to raise their standards."

Maps, globes, charts, atlases, old coins, old weapons, old newspapers, costumes, household equipment, pageantry, ship models, and other evidential materials of the past have much of value to recommend their use. To this end "historians and out-of-school agencies should coöperate for the purpose of improving the quality of historical materials which are presented beyond the classroom." The increased use of Vermont museums, the Vermont Historical Society and allied local historical associations can do much to insure improvement in the motivation, rate, and degree of learning American History. Time should be provided for the collecting, organization, and display of such material. Finding 8 implements this thought; "National programs and textbooks in American History should stress the *minimum* topics, leaving time and space for full and adequate treatment of the selected elements. Teachers in each locality will thus have opportunities to enrich the course by utilizing materials from local and state histories and other sources."

This need not be confined to the elementary and secondary school

levels, nor to the Edmunds Essay Contests. The fellowships recently announced by the Vermont Historical Society* open the way for extended work on the third and upper level. These fellowships should tend to "stress the more enduring values which American History affords, namely historical perspective, a sense of continuity and the ability to use the historical approach." (Finding 9, page 119.)

This in turn throws a great responsibility on college teachers of history. In the first place, "The primary obligation of a college teacher of history is to present his subject in an interesting and stimulating manner. . . . We deplore any tendency to stress research at the expense of good teaching." (Finding 6, page 119.) Furthermore, "unplanned repetition of random details should be eliminated" (Finding 10, page 119) and an integrated program of planned research such as suggested in the September *Vermont Quarterly* should be initiated. For one thing, the suggested approach on a regional level rather than on the basis of extreme localism would tend to stimulate a healthy accumulation of unified, interlocking regional manuscripts which would in time close the gaps in Vermont's history, and in addition show Vermont's real place in the growth of New England and of the nation, particularly for instance, in the establishment of new states during the era of expansion, 1791–1885.† When these studies have been completed, Vermont's true function may be portrayed; these documented conclusions will at the very least be more praiseworthy than the pietistic platitudes which clutter up the numerous town histories produced in the Victorian era. In short, the Vermont Historical Society Fellowships can motivate, stimulate, and enrich history teaching in the upper reaches of the third level just as the Edmunds Essay Contests can function in a similar manner in the second and in the lower third levels.

It is interesting to note that although the committee utilized a great mass of subjective evidence accumulated by previous investigating bodies, a careful objective check was made on large numbers of high school students, military students, social studies teachers, persons in *Who's Who*, and other selected adults. This check took the form of a carefully constructed achievement test. But "the score which an individual makes on such a test has little significance until it is interpreted

* See back cover of this issue.

† See, for example, Stilwell, L. D.: *Migration from Vermont*, 1776–1860. PVHS, new series, Vol. V, No. 2, June, 1937.

in the light of the performance of the group to which he belongs." In other words, the score made by a particular high school student means little when compared to the scores made by people from *Who's Who;* but the score of this high school student has great significance when compared with the achievement of large groups of such pupils. Furthermore, achievement test scores cannot legitimately be expressed in terms of percentages of the total number of questions. It follows, then, that the committee's test measured the power of discrimination which arises from the study of American History; and because older people have consciously or unconsciously studied American History and have developed powers of discrimination over a period of years it is not surprising that groups of military students, social studies teachers, persons in *Who's Who,* and selected adults scored better than high school pupils. This is but another way of saying that people learn history through newspapers, books, radio programs, political campaign speeches, the drama, and a hundred other beyond-the-classroom channels. It is also another way of saying that discrimination comes with age; that you can't expect to find sixty-year-old heads on sixteen-year-old shoulders. "The significant, in fact the crucial generalization which must be drawn from the Committee's testing program is: That understanding and insight in American History result from slow but nonetheless continuous and persistent growth. . . . Small increments from year to year, in school and out, resulting from studying history, reading the papers, listening to radio programs, reading historical novels or seeing historical films ultimately produce performances (on tests) like those of the teachers and persons in *Who's Who.*"

Skilled teachers and psychologists recognize that human beings in general learn slowly and forget quickly. It has long been known that any subject must be taught again and again until the continued impacts produce a significant and enduring attitude, or a constantly increasing fund of knowledge, or improved powers of discrimination or all three. This can be best accomplished where American History materials are interesting, timely, and pertinent. Such materials are outlined in detail in chapter 6 of the Report.

In preparing a program of American History for public schools the Committee has made an earnest effort to avoid the boredom, the superficial and shallow results and the waste of time that come from outright duplication. The resulting program differentiates history for the several levels of instruction on the basis of content, chronology and study skills, with more difficult topics appearing in such a manner

as to challenge the increasing maturity of the students as well as their changing interests.

A careful analysis of Vermont's courses of study shows that our Vermont committees have anticipated this Report to a remarkable degree. To repeat and to paraphrase earlier statements, "American History is now taught in Vermont with sufficient frequency. . . . Improvement in quality rather than an increase in quantity should be the major concern of educators and the public." This increase in quality may be effected first, by higher salaries for teachers, which will not only attract better prepared teachers but which will tend to keep teachers longer in a given school, and will enable teachers to undertake programs of improvement through summer courses, travel, extended reading, etc.; second by providing better libraries; and third, by shifting the emphasis in history teaching from the factual to the functional.*

* One further method lies largely unexplored, that of accentuated emphasis on local history in the lower grades. The committee has emphasized the necessity of an understanding of the social processes of history, as over against "mere facts," yet recognizes that the complications involved in inducing such understanding are uncommonly great. It is much easier to memorize a name or date, or to remember a story, than to develop some comprehension of the workings of, say, cause and effect. Yet most of these social processes, which seem so formidably difficult on the major stage of American History, are operating in a simplified and familiar form in the local community. It is barely possible that inducting a child into the knowledge of the larger past through progressive study of local, state, national, and world history, might be more productive of intelligent understanding.

It is true that at the present time the materials for such study are few and poor, despite many years of work by antiquarians and historical societies. But most of the latter are now developing broader concepts of the needs in their fields, as well as of their educational responsibilities. A genuine effort to develop curricular material along these lines might very well produce, before too long, adequate guides and texts. *Editor.*

WHAT IS THE FUNCTION OF A HISTORICAL SOCIETY?

By William G. Roelker
Director, Rhode Island Historical Society

Mr. Roelker is the Director of a neighbor Society which has of late done a great deal to vitalize and modernize its work with the general public as well as with its own membership. The author has clear cut ideas as to what the function of a historical society should be, and we have asked him to put them on paper for us.

SEVENTY years ago a professor at Brown University, whose ideas were in advance of the times, complained that the Rhode Island Historical Society was opened on special occasions to receive some priceless relic, and then hermetically sealed up again. In the last thirty days more than 500 persons have crossed the threshold of our building, to attend a lecture, to study or merely to view the beautiful premises. Far the larger number is included in the first two groups. By so much has the conception of our function been changed.

We believe that the first purpose of our society is to *sell* Rhode Island history to the people. Our every activity is planned with that single idea in mind and we make use of every medium which in selling ideas to the public has proved to be effective.

Our Society was founded to collect and preserve the records and relics of the past. Its membership was limited to a select group who met from time to time to rehearse the eventful past and who, upon certain occasions, held a public meeting where the man in the street was permitted to listen to an address on some historic topic. After fifty years of existence regular public lectures were inaugurated, the subjects varying from the "Fall of Rome" to the "Habits of the Narragansett Indian." Now the Society meets about eight times a year to hear an address on a topic germane to Rhode Island history.

In addition, it is our policy to invite reputable clubs, patriotic societies and other similar organizations — most of which have no quarters of their own — to hold a meeting in John Brown House. The guest society furnishes the refreshments and we generally provide the

speaker and the only charge is the sum of $3.00 for use of dishes, breakage, etc. At times our committee has advanced the proposal to charge a fee for the use of the rooms. This would make it impossible to exclude an undesirable organization and put us on the same level with public halls which may be rented by anyone. In addition the revenue would be negligible compared to the income from new members which we cull from these meetings. The Mayflower, Cincinnati, Roger Williams, Colonial Wars Societies, and S.A.R. pay $50.00 per year each for the privilege of holding their Board or other meetings at their convenience. And we also keep their records for them. The Colonial Dames allow us the use of fifty folding chairs which we would otherwise be under the necessity of borrowing — in return for the same privileges. Proof of the pudding is in the eating; our rooms are in constant use and our membership is at a new all time high, up from a scant 400 to over 1000.

What brings these groups to the Historical Society? In one word — the desire to learn more about things with which they are already familiar. There is no doubt that adult audiences like to hear more about places and events in their own locality. Experience proves that it is difficult if not impossible to arouse interest in an abstract fact, for example the industrial revolution, but the same audience can be held to close attention for an hour with an account of Samuel Slater's successful manufacture of cotton yarn by water power at the Pawtucket Falls of the Blackstone River in Pawtucket, Rhode Island. With this specific story as a starter the listeners can then be led to an intelligent comprehension of the growth of industry in the United States.

The editorial policy of our quarterly, *Rhode Island History*, pursues the same strategy, never deviating from local history, told in a simple non-professional way and with subjects sufficiently diversified so that at least one article may appeal to each reader. Few, if any, of the exchanges which we receive seem to be edited to make an attractive appeal to the ordinary individual who knows little or nothing about history, the individual who, to our shame, makes up the largest portion of the community. We hear many complimentary comments and some sharp criticisms of our publication, both proof that it is being read. Some day perhaps we will be able to afford a publication for the ten per cent of our members who are serious scholars, meanwhile we shall continue to sell Rhode Island history in a palatable form to the uninformed.

For more than fifteen years the Providence Institution for Savings,

a mutual savings bank, has sponsored a program called "The Rhode Island Historian," presented by John W. Haley, one of our long-time members who has a very large following. He has our full cooperation and we have been able to assist him by checking his material and he, in turn, has never missed an opportunity to advertise our Society. On several special occasions we have originated an anniversary program, for example, with the Mayor at the time of the Tercentenary of the City of Warwick. We also assisted *WPRO* in selling and producing a dozen broadcasts on "Rhode Island Goes to War," sponsored by leading manufacturers.

The press is always ready to cooperate provided only that the material is news or the substance for a feature story. Our policy of holding meetings in our building ensures a continuous string of items of real news which catch the eye of most readers and gives the public the feeling that the Society is very active.

Many an old-style librarian of a historical society would never dream that it was his job to engage in the type of activities described above. He thinks that when he receives and catalogues books, manuscripts, and museum objects and perhaps tries to add to the society's collection, he has fulfilled his duty. We do not neglect that field though we are convinced that all kinds of material and members and money will flow in, if and when the public is sold on the value of the society to the community. All too many societies are equipped with a library and museum but are entirely lacking in the experience and knowledge necessary to interest the public. And there are many societies performing a vital service who have no library or building but do have the desire to acquaint the people with the facts of local history.

The Rhode Island Historical Society is the fourth oldest in the country and it has a nearly complete file of all the newspapers ever published in the State since 1762. Its genealogical collection is surpassed in New England only by the New England Historic and Genealogical and the American Antiquarian societies. Our collection of books on the state, town records, and other Rhode Island publications is nearly complete and we have a large collection relating to the other New England states. Our manuscript collections include the Moses Brown, Brown & Almy, Champlin, Greene, and other important papers, a number of letters of Roger Williams, etc., in all some 200,000 items. We have also a splendid museum collection which we are unfortunately unable to show at present because of the lack of cases.

But most of this collection, which is second to none in the country, is strange and useless to the average person. He must be led by slow and painful steps to the use of source material. We cannot hope to interest many in research work, but that is no excuse for failing to make the effort to teach the individual something of the history of his own town and state. Once the interest is aroused, adults are like children — they like to hear the same story over and over again. They tell others who want to hear for themselves and the circle constantly expands; at least that is our experience.

We are fortunate in having for our home a beautiful eighteenth-century brick mansion, built by John Brown in 1786. It is the most important single item in our collections. While it is not as satisfactory from a functional point of view as a modern building, it has a distinct personality of its own which adds greatly to the attractiveness of our institution. Everyone coming in to work on the records is exposed to the House and it draws many who never did or never would visit an historical society. A lecture on Rhode Island history with reference to the specific activities of the former inhabitants of John Brown House — like sending the first ship to China from Narragansett Bay — has many times the effectiveness of the same talk in a barren lecture room.

When a manufacturer seeks to introduce a new product — and unfortunately American history is a new product to many — he tries to find the point of least resistance. In our field, this is the familiar local place or name or article and on it we must plan our campaign to sell history to the people.

HISTORY AND THE PATRIOTIC SOCIETY

An address before the Assembled Patriotic Societies of Vermont, at Burlington, on Washington's Birthday, 1944

By Earle Williams Newton
Director, Vermont Historical Society

THESE few words are being put to paper on Washington's Birthday — a day which we habitually select for special patriotic observances. It is right and proper that we should do so, for that gentleman was indeed the father of the nation we treasure today.

Now, as it happens, the patriotic societies gathered here today base their claim to that title on certain historical facts — namely, the participation of their ancestors in a certain event — a war, in most instances. Therefore I want to stop for a moment to examine first, the real meaning of history for contemporary life and second, the character of patriotism based on that history.

It is true that history serves a useful function as an inspiration to noble thoughts, to great deeds. But history does more than this, for it is the record of man, his development and his character — the way he goes about existing in the society of other men; it is the record of social processes and how they operate, and, above all, how they affect you and me, as well as the mighty of the world, in our everyday life.

History, then, is a *tool*, and should be used as such in our approach to contemporary problems. We live in a democratic society, where public opinion controls the affairs of state. The preservation of that democratic society demands, therefore, not only willingness to shoulder a gun for its defense on the battlefield, but also the development of intelligence and civic interest in the problems of community, state, and nation. To assume that we can assess intelligently — as we must in a democracy — complicated political, economic, and social problems, without a knowledge of their origin and of the workings of the multitudinous factors which entered into the making of them — is to presume an absurdity.

We cannot make intelligent decisions even in daily life without con-

stant reference to experience (which is but another word for history). Much less can we do it in weighty questions of the public weal.

But the important thing to note is that history, used as a tool, looks forward into the future, even while it records the past. History is a mighty stream flowing out of the past, through the present, and into the future. It takes only a split second for the contemporary to become history. If I had to take my eyes off the future in order to become a historian, I should never have entered the trade. In truth, history is an inspiration from the past; but more than that, it is a tool for tomorrow.

Now my chief grudge against my own profession is that it has produced too many reactionaries — people with their eyes glued on the past, even though their feet are obviously placed in the present. It might seem that the study of the past would naturally breed just that sort. But I say that they have mis-read history. Otherwise how could they have missed the *one* incontestable fact about history — that the world changes, yes, that man himself is of his own free will one of the chief instigators of that change, and that he must inevitably change with it, or perish? How could they have failed to see that change is the fundamental essence of history?

I think I can tell you how. They saw history not as a continuous stream with many sources, but purely as a record of heroes and of great achievement. The more they dwelled upon these men of the past, and upon their alleged perfect integrity, superior insight, and uncommon common sense, the more they fell into blind hero worship. They consequently tended to see in the past a golden age of wisdom and adventure, never to be hoped for amongst the drab realities of an uninspired present. The final bar of judgment for all contemporary actions, proposals, and opinions came to be the lives of the heroes and the criteria for excellence in the present came to be genealogical descent from them, or, failing that, at least unquestioning adherence to their quoted word.

Now in the first place, the words of these statesmen of the past were spoken or written, not in a vacuum, but in reference to a particular situation. They themselves little thought that isolated quotations would be erected into the props of political and social opinions frequently completely alien to their own fundamental philosophy. And we do not discover the real nature of that philosophy by mouthing such isolated phrases, but by studying each speech, each letter, each polemic in reference to the situation which brought it forth.

Since we are met, in part, to honor George Washington, and since

his deeds and words have been continuous sources of inspiration for his spiritual descendants, I would like to use him as an example of what I have been saying.

No phrase has done more vigorous service for those who would control the future with quotations from the past, than the famous warning against "entangling alliances," commonly attributed to the Farewell Address of our first President. Actually, you will not find the phrase in that great document — it was uttered by the third President, Thomas Jefferson. But no matter — they advocated such a policy. Yet neither intended a phrase of this sort to be used as a dictum to guide all future action. It was an observation based on the state of the nation after only two decades of independence, and after only one as a united nation. Due consideration was given to the aspect of power politics in Europe. Aligning the infant republic on one side or another of the quickly shifting lines of dynastic alliances across the sea would have spelled collapse and dissolution for a nation without internal stability or international prestige. Washington, the Federalist, knew that, as did Jefferson, the Democrat, despite the latter's vigorous partisanship for the French Revolution. It was an obvious step to take at that time and under those circumstances, and the most vigorous internationalist of the present day will hardly gainsay the wisdom of their decision.

Yet circumstances have undergone a vast change since that time. Possessed of an incomparable internal stability, of the largest fighting potential in the world, and of unsurpassed international prestige, and faced with problems *inter*-national in scope and origin, the United States can now afford to seek unafraid the solutions of these problems, even if they require supra-national action.

Those who quote the Farewell Address as dictum for contemporary foreign policy have failed to examine that document *in the context* of the needs and problems which faced Washington and the nation *at the time* when it was delivered. Furthermore, they have never examined the facts of Washington's career to determine whether his approach to political problems was inter-national, or purely national in its scope.

In the first place, let it be noted that when in 1775 Washington accepted the leadership of the provincial forces, he commanded an international army, responsible to thirteen separate independencies. For remember, it was not till 1789 that the *United* States emerged in fact as well as in name. Till 1783 we had a group of quarreling little na-

tions with no strong link between them other than a common enemy. Even the Articles of Confederation joined them only in a loose league, and they could not deal with problems which cut across the state lines, as can a true nation. Indeed, unchecked nationalism (or provincialism as we call it now, since we now associate the word nationalism with what was supra-nationalism at the time) threatened for many years, following cessation of hostilities, to balkanize the new continent. Washington was one of those who saw that in the long run mere independence, and isolation from responsibility for the larger group, was not enough. He saw clearly the need for a new *supra*-national organization which would reach as far as those supra-national problems themselves extended. He saw that it would be necessary to abridge the jealously guarded sovereignty of the individual states, and to establish a government which could handle problems which, under the pressure of economic and social change, had gone far beyond the confines of separate states. Our own country is today the world's greatest tribute to one mode of international organization — federalism: the method enshrined in our Constitution. And George Washington, the father of this new state, was one of our first internationalists. For mere meddling in power politics, which Washington abhorred, is hardly the criterion of a true internationalist.

If the meaning of contemporary life lies here — in careful, critical appraisal of the past, what must be the character of patriotism based on history? Surely loyal citizenship, intelligent voting, tolerance and understanding, and balanced individualism are prerequisites of the patriot. If critical history is a prime factor in stimulating these qualities — as I believe it is — then the study of history is the mark of a true patriot. But notice that I say the *study* of history — not blind allegiance to it without critical analysis. I have only dread for the consequences of undertaking the former without the latter; and I well know that this tool for a better tomorrow is a two-edged sword, which can either clear the path into a brighter future, or can bar the way. Indeed, I will say that we have much to fear from the blind patriot — the flag waver who knows little of the nation which the flag merely symbolizes.

With this as my fundamental faith, then, I cannot but feel that our historical societies must justify their existence by a critical approach to the past, letting the chips fall where they may; and that our patriotic societies whose reason for existence lies in a claim upon history, must do more than merely establish a line of genealogical ascent out of the

past. We cannot rest upon the laurels of our ancestors, for they carry no merit to us. The true test of our patriotism is our willingness to cut the pattern of the future not from the image of the past, but from the necessities of the present — and to do it with a critical analysis of human needs.

If history is the way to do this, who is better suited to promote this intelligent approach to the complicated problems of our day, than societies whose avowed aim is the promotion of true patriotism, and whose chief means is the method of history? We must become active groups, *learning* things, *doing* things, and above all in our own field, making the past work for the present.

OUR POST-WAR PLANNING

President's Commentary

AT a time when ammunition, tanks, ships and supplies for the armed forces come first, it has not been an easy task to carry on the work of schools, churches, literary and historical societies; and yet the intangible values of these organizations are just as important in war as in peace. We have carried on in our Society; we have made definite progress; we are now making our plans for the post-war period.

During the past three years your President has applied to our Society the same analysis as one would to a business.

1. Look over the facilities available.
2. Outline a plan desirable for the immediate future within the scope of the facilities at hand.
3. Provide for the personnel and finances necessary to make the organization successful.
4. Modernize equipment and develop new techniques through research in order to make planning for future years possible.

These same steps, broadly applied, will make an organization successful, whether a business firm, a church, a school or a historical society.

During the past three years we have completed the first two steps, that is, we have *appraised* our facilities and resources and have *utilized* them to the best of our ability with considerable success. But so far we have merely completed the foundation upon which to build the Historical Society which Vermonters have a right to expect. We are now entering the third step, which calls for the necessary *personnel* and *finances* to make possible the fourth step, the *execution* of our post-war plans.

Our plans for the future include extension of our collections and more space for them, the promotion of research, more publications, better storage of records, complete cataloging and indexing of manuscripts, additions to our staff, and a fuller educational program. Since all of these matters are discussed in detail in the Director's report, I shall not comment further on them.

A program of this sort naturally demands financial resources com-

mensurate with the scope of the task undertaken. In part these advances can be financed by careful husbanding of our current budget. It was previously decided to expend the Society's "unrestricted funds" (in excess of ten thousand dollars) to effect your President's revitalization program. It was further expected that these would be exhausted in the payment of a salary to a Director. However, since that time, careful checking of our current disbursements and economies in our general expenditures have enabled the Director to save his own salary, so that this year no withdrawals from these funds have been made. They are therefore available to support the above outlined expansion of program, and to support an adequate salary scale in order to *obtain* and *retain* a proper level of staff competence.

Additions to our staff are urgently needed adequately to carry on our work, but the salaries which we have been paying make it almost impossible to hire competent people. Our Treasurer's report shows we have reached the point where we can afford substantial salary increases to our present staff. These salaries are determined in accordance with State law by your President and the State Librarian, with the approval of the Governor. I recommend that these be made to take effect immediately.

Through films, through the museum, through radio and the press, through talks to gatherings, our educational program must be pressed. But it will take additional financial resources and personnel to do this. There are urgently needed: an assistant in public relations to aid in the preparation of news releases, the stimulation of special events and celebrations, the writing of radio scripts and the staging of historical plays, and the issuance of a monthly, popular *Bulletin;* a Curator to arrange continuously changing museum exhibits, to construct illustrative models and dioramas — in short, to tell our historical story by visual methods through the museum; and a cataloging assistant to unearth the stored manuscript treasures which have piled up for many years. The first two positions might temporarily be combined *provided* exactly the right person were found; the latter might be temporarily dispensed with *after* the great masses of untouched material in our collections have been reduced to order. Eventually, however, the staff must include all of these.

Despite our good financial showing during the past year, an increase of the general income of the Society is urgently needed to carry out our future plans. Such an increase could come through a four-fold program. There are four major sources of our income: endowment,

state appropriation, membership dues, and the sale of publications. Income from all of these should be doubled.

First as to endowment. Two circumstances favor the present time as right for a campaign — the first we have really undertaken — to double our endowment (a minimum objective, for the present figure is extremely low compared to the resources of other historical societies). The first of these conditions is the unprecedented high level of national wealth and income. The second is the increasing tax rates on personal income and inheritances. If the latter circumstance would seem to inhibit gifts, let it be noted that, because gifts to educational institutions like the Vermont Historical Society are tax exempt, the donor actually gives only a small percentage of the amount he subscribes. For instance, one third of any gift made by a person with income of ten thousand a year is absorbed by the government. The actual cost to the donor for every one hundred dollars given is only sixty-six dollars. Anyone with an income of forty thousand a year (before taxes) can give a hundred dollars to the Society at a cost of only thirty-three dollars to himself. The government supplies the added amount through income tax exemptions.

Many who would not feel able to reduce current incomes through substantial gifts would be ready to make a provision for the Society in their will, if the matter were only brought to their attention and the value of the contribution made clear. One new committee is being added this year to accomplish these aims, a Committee on Endowment, which we expect will produce considerable results for the Society in this respect.

Secondly, the Society may now reasonably request of the legislature a restoration of its original appropriation of five thousand dollars. This was cut during the depression years, and now stands at half that figure. The services which the Society renders to the state and to its citizens merit at least this restoration of a figure which was originally predicated on a program much less broad than that now in operation and projected.

Thirdly, a campaign for the increase of our membership is under way with Professor Peach at its head. There is little reason to expect that we cannot get results here; the Maryland Historical Society recently more than doubled its membership in one year — and their dues are five dollars, not two. Possibly added income can be obtained from the present lists by establishing a Sustaining Membership at five dollars, in the hope that many men who can so afford will maintain this

type. Certain additional privileges could be granted this group, such as free books.

Fourthly, greater sales for our publications and careful selection of titles can reduce the deficits of our publishing enterprises. Various methods may be adopted to dispose of the great stocks of former volumes. During the past year, as can be seen in both the Director's statistics and the Treasurer's figures, our sales of back stocks of publications were up nearly 1500%. This was entirely the result of a very limited campaign waged in the *Quarterly*, among the membership. There are further expedients to be explored. Further savings can be made by not over-printing an edition, and by only binding a portion of the sheets printed.

A fifth minor source of income can temporarily be obtained by a careful review of our collections. This last year a good many volumes which had no relation to Vermont or to our activity were removed from our shelves, and some already sold. Periodicals of which both the Society and the State Library possessed files were transferred from the latter to the former, and the Society's duplicate files, running to hundreds of volumes, made available for sale.

I have discussed finances at length, for I believe that no organization can be successful without a sound financial base. That we have in our Vermont Historical Society. We shall grow in service rendered to our state just as fast as the increase in our income permits.

I wish to acknowledge the fine support which I have received from the Board of Curators and the staff since our last meeting. Especially do I appreciate the services of our Director, Earle Williams Newton, who has been largely responsible for the splendid work of the Society the past year. He is a man of talent and of vision and is an asset to our Society and State.

LEON S. GAY, *President*

POST-WAR PLANS FOR THE VERMONT HISTORICAL SOCIETY

Some Prospects *by the* Director

NOW that it has become somewhat fashionable, one of the chief hazards in post-war planning is that we shall in an excess of sophistication neglect it. Planning, after all, is nothing more than what we all do whenever we find ourselves in a critical situation. Amidst the dislocations of war, then, planning for the normality of peacetime becomes urgent for every institution, whether governmental or private. There is a limit beyond which our sight does not extend, but the immediate future is largely within our ken.

The things for which we sought in our war-time program are the same as those toward which we must strive in post-war planning: the extension of our collections, the promotion of research and the publication of the results of it, and above all, a fuller educational program.

The evolution of any such program is predicated upon the expansion of our facilities. At present our staff, our collections, and our museum are piled nearly one on top of the other. A rearrangement of the museum and library last year accomplished several useful purposes, not the least of them being critically needed additional floor and shelf space. But in one short year, as a consequence of our stepped-up activity, these gains have been largely lost, and today the possessions of the Society — invaluable as they are for research and educational purposes — are sandwiched into every available corner. Books and manuscripts are boxed and stored, some of them under museum cases, where they do not improve the scenery. And the staff has to conduct its work among the interstices of this jig-saw puzzle, with an inevitable reduction of efficiency.

The other libraries housed in this building suffer from congestion only slightly less, and the State proposes, through joint action of the Public Records Commission and the Building Commission, to relieve this condition and at the same time establish a centralized archives for the non-current records of the State. This is to be accomplished by building an annex to the present building, as well as by removing departmental offices from it. It behooves us to examine carefully our spatial needs in the hope that they can be met in this construction program.

Most states have undertaken the establishment of a centralized de-

pository for non-current records as a measure either of foresight or of desperation. A survey by the Public Records Commission is being made here to determine which of the records of the various state departments are not of continuous value for current operations. These will be removed to the archives. Among the masses of material which will be thus transferred are the invaluable State Papers, now in the Secretary of State's office. These are a source of most of what we know as to the formation and early history of the State of Vermont. Similar material is among the collections of the Vermont Historical Society. It therefore becomes increasingly obvious, because of the similarity of materials and techniques of care and preservation, that the work of the two organizations will have to be closely coordinated. Indeed, this has been emphasized by all three of the principal consultants to the Public Records Commission. Dr. Solon J. Buck, Archivist of the United States, Dr. Charles C. Crittenden, Director of the North Carolina Department of Archives and History, and Mr. Harold Burt, Examiner of Public Records for the State of Connecticut, were consulted by the Commission, and Mr. Burt came to Montpelier to make a special survey.

The interior construction of any such annex would be simple and functional, for it would be occupied almost entirely by stacks and files for books and records. Presumably the library of the Society could be housed there, with more adequate provision for study facilities also, thereby relieving the congestion of space in the museum at the same time. Vaults will necessarily be constructed for the storage of the most valuable archival material; undoubtedly space will be found for the proper care of the irreplaceable manuscript treasures of the Society, many of them semi-official and official public records, which have almost no protection whatever now.

One further need of both the State Library and the Historical Society can be supplied by this addition. Both organizations have recognized the importance of the film, as well as the book, both as a record of civilization and as an educational agent. The urgent need is not only for proper archival storage of this type of records, but also for a projection room which could be of great use as well to other divisions of government, such as the Departments of Education and Motor Vehicles. And, of course, its potentialities for expanding the educational program of the Society, in company with the museum, are virtually limitless.

Such a rehousing of the library and consequent relief of congestion in the museum would enable us to utilize our collections in this field

properly, for the first time. Coupled with modern museum techniques and a campaign for the acquisition of relics now reposing in attics and barns, we should be able to begin to tell the story of the life of the past, visually, and to a greater audience than we can ever hope to reach through printed matter.

One of the most potent methods for the stimulation of public interest is the restoration of a representative community of yesteryear. We have had offered to us by Mr. A. Atwater Kent, a life member, the funds to purchase a fine old brick tavern which stands in the center of a relatively unspoiled little community north of Montpelier. Much restoration work has already been done by Mr. and Mrs. Ira Rich Kent, to whom we are indebted for Mr. A. A. Kent's offer. The Director sincerely hopes that the Board of Curators will accept Mr. Kent's generous offer, which has been supplemented by a promise of funds by Mr. Rich Kent for restoration work. This could easily one day become the administrative center of a restored settlement, which would attract both Vermonters and tourists from all parts. From the beginning it can be slowly developed as a field museum, along the lines so successfully laid down by the New York State Historical Association's *Farmers Museum*, at Cooperstown.

Through intervention of Mr. Clement, of the Historic Houses Committee, it seems likely also that the oldest house in Castleton, believed also to be the oldest brick house in the state, will be preserved. An offer of the gift of the house is forthcoming, along with funds to accomplish its restoration. The title to the house, after restoration, will be vested either in the Society or the Town of Castleton, architecturally one of the most interesting communities in the state.

A Research and Publishing Program

There is much which we can do immediately, however, without waiting upon an expansion of our financial resources. Most of this is in the organization of directly stimulated research and an integrated publications program. We not only want more competent research done in Vermont history, but we want specific gaps filled, so that we may have the relatively complete picture of the state's growth which we have lacked up to now. Then, perhaps, we can hope for an authoritative one or two volume history which could be in every library, whether of an institution or a resident of the state. The manner in which this could be developed, through two series of studies — one functional and chronological, the other regional — has already been

tentatively outlined in an editorial in the September issue of the *Vermont Quarterly*.

We must not only provide the structural framework within which needed research can be developed, but also take definite steps to stimulate it. This can be done through an annual fellowship, offered jointly by the Committee on Publications and the Committee on Education. The latter could provide a cash stipend of, say, two hundred dollars; the former could provide for the expenses of publishing the resulting study to the extent of five to eight hundred dollars, the average cost of the books which the Society publishes today. This would create a fellowship ranging in value from seven hundred dollars to a thousand dollars for a year's incumbency. Announced through the press, the universities and graduate schools, it should result in considerable prestige for the Society. Yet its actual cost would be only two hundred dollars, for the balance is an expense annually incurred by the Publications Committee in any event. This, then, is a proposition which is in no way dependent upon the raising of added revenue.

Such a proposal has been greeted enthusiastically by college and university authorities. It was generally felt that it would provide definite stimulus toward the selection of Vermont topics, approved by the Society, by candidates for advanced degrees. Many of these have little idea of what they wish to investigate for their doctoral dissertation, and are appalled by the insistence of many graduate schools that the latter must be published, at their expense, before the degree can be granted. Moreover, the Dean of Columbia has proposed to supplement any such fellowship there with one especially for graduates of Vermont colleges.

Eventually, perhaps, along the lines of the successful Edmunds Contest conducted by the Society, it may be possible also to offer annual prizes for publishable essays in the colleges of the state.

Bibliographical Aids

Another important aspect of any research and publications program is the development of bibliographical aids — a job primarily for the staff of the Society. The primary aid in this respect is the card catalog of the library, which must be greatly extended through the cataloging of our many manuscripts now in storage. A special effort to begin to catch up was started this year, and as may be seen in the library statistics, cards added to the catalog — the best index to cataloging activity — increased nearly 400 per cent over the preceding year. Even so, a card catalog is available only to the student on the spot.

Second in importance — and first to scholars who cannot consult the catalog in Montpelier — is the compilation of adequate indexes. The logical first step in this was to make available the material printed in our own quarterly. This was done through the compilation this year, by the Director, of a cumulative name and subject index to the new series of the *Proceedings*, which was carried into more extensive subject detail than has usually been attempted. Annual indexes are now made up and published in the last issue of each year.

The old series of the *Proceedings*, carrying no volume numbers and appearing spasmodically, though full of valuable material, was difficult to index in its old form. Confronted with this problem, as well as with huge stocks of most of the issues, the editor decided to reassemble the articles appearing therein, and to reissue them as the *Collections* of the Society, with volume indexes. After the tenth volume, these latter will be grouped into a cumulative index. The result should be both to present the material in a more attractive, readable and usable form, and to produce revenue for the Society through the sale of the volumes, whose production cost has been limited largely to binding and to the printing of indexes and new title pages.

Upon the completion of the *Collection* index, all the indexes to Vermont history now available will be reissued in a single volume or two, as an integrated reference tool. These should include, therefore, the indexes to the *Proceedings*, the *Collections*, the *Vermonter*, Thompson's *History of Vermont*, and Hemenway's *Gazetteer* — the principal printed secondary sources for Vermont history. A further project — for the future — is an index to the many town histories which contain so much of the economic, social and cultural history of the state.

Bibliographical checklists are an additional necessity. A list of Vermont maps is being compiled; we need also a list of the Society's print collection, of material on local history, and of printed material on the history of the state, classified by subject. All these are projects on the agenda of the library staff for spare moments — which never seem to turn up. Eventually these lists should be grouped, with an interpretative introduction, into a manual or *Guide for the Study of Vermont History*.

One day, a revision of Gilman's *Bibliography of Vermont* should be made. Fifty years have produced hundreds of items unknown to the compiler.

Other bibliographies are projected or in process. Last year saw the issuance of the first volume of Walter J. Coates' *Bibliography of Vermont Poetry*. The author had not brought together his notes for

the last half of the alphabet, and only unarranged sheets and scraps of notations existed. The tremendous job of assembling these was begun this year by Miss Dorothy Walter, under the supervision of the Chairman of the Library Committee, Mr. Rugg, and the Director. A contribution of forty dollars toward this work was made by the League of Vermont Writers, and the Society has thus far expended over three hundred dollars without obtaining a manuscript for printing. Miss Walter has generously offered to continue work in her spare time this winter, without cost to the Society, and it is to be hoped that some funds can be found to prepare the resulting manuscript for publication. The Publishing Committee is ready to handle it from that point.

All these aids make research easier — indeed, possible — for the student, who is faced today with such mountains of material for investigation that he must needs lean heavily upon the librarian and archivist for bibliographical assistance — that is, if he wishes to obtain anything like a comprehensive coverage of his subject.

A word should be inserted here of other publishing projects now complete or in process. Mr. John Huden's very competent survey of the *Development of State School Administration in Vermont* has come from the press, and is available to all members at three dollars. The *Cumulative Index to the Proceedings*, which to the Editor's surprise, turned out to be one of the major jobs of the year, has already been mentioned. Now in preparation is Colonel William J. Wilgus' introduction to the transportation history of the state, some chapters of which appear in the next issue of the *Quarterly*. We hope that the last volume of Mr. Coates' *Bibliography* will be ready this coming year. There is also a possibility that we will have the first volume (the "History") of our Peacham project, as well as a history of the Woodstock Medical School. Four volumes of the *Collections* of the Society are now ready; four more will appear before the year is out. The *Cumulative Index to the Collections* should be ready, and subsequently a two volume set of *Indexes to Vermont History*. In other words, from twelve to sixteen volumes may be available for sale during this coming year.

The *Proceedings* has completed its first year under new editorial direction. Professor Peach had long protested the pressure of his curricular duties, but generously continued to edit the magazine until the Director could take over. He set a high standard to live up to, for the *Proceedings* has represented the finest in state historical publications, both in content and typography. Such changes as have been made

have largely been of convenience. The publication dates have been altered from March, June, September, and December, to January, April, July, and October in order to place the reports of the Annual Meeting in the hands of the members immediately after its adjournment in January rather than in late March or early April, when interest may have cooled. The reports are also printed separately *before* the meeting, so that they may be perused by those so desiring, and so that the reading of them may be dispensed with at the Annual Meeting. The title has been altered to *Vermont Quarterly*, to provide a less formidable "handle," though for continuity "Proceedings" has been retained as a sub-title. For what the editor is attempting to accomplish through the pages of the magazine, you are cordially referred to its editorial pages.

We met up against considerable difficulties with paper supply this year. The printers could supply us only with a sixty-pound stock in place of the seventy-pound grade which we have long used. A supply was located by the editor, however, and the total remaining stock of the paper house — a ton and a half — was purchased, enough to carry us through any conceivable paper stringencies. A saving of nearly 25 per cent was also obtained in this manner. However, supplies of the *Quarterly's* green cover stock, which have identified it for so long, seem completely unavailable, and we shall have to make a new selection from a very limited number of choices.

The Library

In general, the statistics appended to this report will indicate the tremendous strides made this year in our library work. Mention has already been made of the nearly 400 per cent increase in cards added to the catalog, the primary index to the growth of our collections. It should be noted as well, that these figures represent for the most part activity of only three quarters of the year. The Director's program for a speed-up in library cataloging was brought nearly to a standstill during the last quarter by the sudden decision of Miss Lawson to take a temporary leave of absence for study in Boston. By December, a new library assistant had been obtained and cataloging slowly began again. Mrs. Dirk van Ingen comes to the Society with an extensive background of work in state and public libraries, and has particularly qualified in the field of cataloging, our great need.

We have already mentioned the process by which several hundred serials of historical society publications were transferred to our shelves from the State Library. Insofar as these duplicated our own files, our

copies have been cancelled and listed for sale. Numbers of other books which upon examination both by the Director and the Chairman of the Library Committee proved to have no connection with Vermont or with the Society's activities were also removed and made ready for sale.

Membership and Public Relations

Our public relations activities have been seriously handicapped by wartime restrictions, and will be until V-day. However, the Director has accepted numerous invitations, sixteen in all, to address different groups. Numerous press releases and special exhibits have been arranged. But much more needs to be done in this line, which awaits the appointment of an assistant in public relations.

For the first time our membership has passed the five hundred mark. In fact, the surge of new members has been greater than in any recent year, even the sesquicentennial. We have added sixty-five new members, from which, by subtracting twelve deaths and eleven resignations, we arrive at a net gain of forty-two. The projected membership campaign has not yet gotten under way, and may be expected to produce an even more rapid acceleration.

Correspondence, attendance and the use of books all show an increase over last year, despite war conditions. This bodes well for a real upsurge of calls for service when normal times return.

* * * * *

I do not know whether I shall be with you at our next meeting. I do not know whether I shall even be here to carry out the program outlined in the foregoing essay. The fortunes of war will determine that. I am most grateful for the generous leave of absence granted me by the Executive Committee at the recommendation of President Gay, for I am most anxious to return to see our revitalization program through to a happy issue. Of course, there will *always* be more to do, and new pathways to explore.

In the meantime I wish to express a more than conventional appreciation for the unfailing support of the President, the cooperation of members of the Board of Curators, many of whom have given extensively of their time and ability on behalf of the Society, and the assistance of my staff, without whom that which we have accomplished during our second war year could never have been done.

EARLE WILLIAMS NEWTON, *Director*

Statistics for the Year 1943

		1943	1942
Attendance		8,444	5,606
Recorded use of books		27,238	26,091
Correspondence sent out		2,067	1,276
Letters	948		
Bills, forms, etc.	1,119		
Speeches, lectures, and radio talks		16	7
Acquisitions other than purchase			
Transfers from State Library		767	11
Colonial Dames Library		25	23
Gifts (Library, 50; Museum, 25)		75	114
Loans		5	6
Cataloging			
Types of material			
Book titles cataloged		228	190
Books, volumes		268	211
Manuscripts, single items		129	77
Manuscripts, collections		52	22
Account and mss. record books		16	43
Pamphlets		331	213
Maps		59	34
Maps recataloged		26	
Broadsides		305	222
Pictures		77	
Microfilms		1	
Continuations			
Shelved		395	124
Analyzed for catalog		124	112
Newspaper clippings		1,883	713
Cards added to catalog		11,679	3,366
Cataloged by VHS	8,861		
State library transfers	2,818		
Membership			
Total, December 31, 1943		520	478
New members (including 3 life)		65	27
Deaths (including 2 life members)		12	14
Resigned or dropped		11	7
Net gain		42	6
Publications			
Printed			
*Proceedings**		3,000	
Cumulative Index		500	
Sales			
Proceedings		148	62
Books (Current, 82; Stock, 154)		236	16

* Distributed largely to members and exchanges free of charge.

ONE HUNDRED SIXTH ANNUAL MEETING

The one hundred sixth annual meeting of the Vermont Historical Society was held at the Montpelier Tavern on the evening of January 18, 1944, following a dinner which was attended by sixty-five members and invited guests. A short musical prelude was provided by Mr. Ernest Jores of Montpelier, who played the sesqui-centennial march song "Vermont Forevermore," a musical arrangement composed by Mr. Jores for the words by Wendell Phillips Stafford. He also played "March of the Wooden Soldier," a recent composition of his own dedicated to the Governor.

President Leon S. Gay, presiding over the business meeting, welcomed the assembled members and guests, and appointed a committee to nominate officers for the coming year composed of Mr. Charles Crane, Mrs. Lillian Ainsworth, and Mr. John Clement. By vote of the conference, the reading of the minutes of last year's meeting was omitted, as printed copies had been issued. President Gay then summarized his report to the membership, as printed and distributed to the meeting. He emphasized that the Society was passing into a stage of post-war planning where adequate financial resources for an expanded program became most important, and urged special attention to the approaching campaign for an increase of endowment.

The death of Mr. Benjamin Gates and Mr. Charles C. Tuttle was noted, and Mr. Dorman D. E. Kent was designated to compose proper resolutions of regret to be forwarded by the secretary to the families of the deceased.

It was reported that the Board of Curators had met earlier, and after reviewing the activities of the past year and accepting the reports of the various committees, had laid plans to implement the program for 1944 as sketched out by the Director and the committees.

The nominating committee presented its calendar of officers for the year 1944. The death of Mr. Gates and the absence of Mr. Bergman was noted. The addition of Mr. John C. Huden to the Board of Curators was proposed, in addition to officers of 1943. The report of the committee was accepted, and Governor Wills moved that the list be elected as read. The motion was seconded and carried. President Gay expressed his pleasure in accepting the presidency for a third term.

Director Earle Williams Newton presented a summary of the year's activities, and asked for broad financial support in accordance with the President's recommendations. He closed by reading a section from a speech by Raymond Gram Swing, declaring that it seemed to him the best statement of the relationship between the broad problems of war and post-war planning, and the work of historians and historical societies.

President Gay then introduced President John S. Millis of the University of Vermont, who discussed the relationships of educational planning to the nature and value of history. Governor William H. Wills then commented briefly on the importance of history in war-time, from the point of view of the state's executive head. He added words of appreciation to Mr. Jores for his March, dedicated to him, and expressed his strong feeling of the importance of the historical society's work and its plans for the future. Meeting adjourned at 9.15 P.M.

MAUD W. PIERCE, *Secretary*

Report of the Treasurer

It is my pleasure to submit herewith a Statement of Receipts and Disbursements to and from the Society's funds for the calendar year ended December 31, 1943, accompanied by a Statement of Condition bearing the date of December 31, 1943. The usual annual audit of the Society's funds has been completed, the result of which you will find published in this bulletin.

EXHIBIT "A"

Fund Receipts and Disbursements, Jan. 1–Dec. 31, 1943

	CURRENT FUND			*Budget 1944**
Balance in checking account, Jan. 1, 1943			$ 2,333.04	$ 1,341.94
Cash receipts:				
Appropriation — State of Vermont:				
Unexpended balance 1941–42	$ 200.00			
Fiscal year 1942–43	2,500.00			
		$2,700.00		2,500.00
Transfer from unrestricted funds		000.00		2,000.00
Interest and dividends:				
Bond interest	2,582.50			
Savings accounts interest	85.67			
Dividends	1,424.46			
		4,092.63		4,100.00
Dues:				
Active membership	828.00			
Life membership	150.00			
		978.00		1,000.00
Gain on stocks retired		12.50		
Overdrawn from Watts Fund		.11		
Miscellaneous income		3.00		
Miscellaneous gifts		6.00		
Library committee:				
Sale of microfilm reader†	328.09			
Sale of duplicates, etc.	58.76			
		386.85		250.00
Publishing Committee:				
Sales of publications		440.21		1,000.00
Historic Buildings Committee:				
Gift		25.00		100.00
			8,644.30	
Total current fund cash			$10,977.34	$12,291.94

* Director's recommendations, approved January 18, 1944.
† Sold to Vermont State Library, retained in VHS for use.

				Budget 1944
Cash Disbursements:				
Executive Committee:				
Salaries	$4,472.20			$ 5,900.00
Travel	168.50			200.00
Telephone, box rent, etc.	43.47			
Association dues	29.50			
Surety bonds	50.00			300.00
Auditing fees	45.00			
Bank service charges	16.83			
Annual meeting expense	28.80			
Coates Fund expense	42.00			
		$4,896.30		
Library Committee:				
Books	1,238.27			1,100.00
Coates Bibliography	233.56			100.00
Library Administrative	403.00			400.00
Museum	365.12			300.00
		2,239.95		
Publishing Committee:				
Proceedings	1,452.41			1,500.00
General publishing	507.40			1,500.00
Paper stocks for 1944–45	384.34			
		2,344.15		
Education Committee		000.00		300.00
Historic Bldgs. Committee		000.00		425.00
Life memberships transferred		150.00		
Trust funds overinvested		5.00		
			9,635.40	$12,025.00
Balance in checking account Dec. 31, 1943 (Exhibit "A")			$ 1,341.94	$ 266.94

UNRESTRICTED FUNDS

Balance Jan. 1, 1943		$11,153.85	
Deduct: Loss on exchange of Class "B" stock		41.30	
Balance, Dec. 31, 1943 (Exhibit "C")			$11,112.55

TRUST FUNDS FOR SPECIFIC PURPOSES

Dewey Monument Fund:			
Balance, Jan. 1, 1943		7,920.63	
Add: Interest received	$ 74.07		
Dividends received	93.23	167.30	
		8,087.93	
Deduct: Loss on exchange of Class "B" stock		2,983.40	
Balance, Dec. 31, 1943 (Exhibit "C")			5,104.53
Edmunds Prize Contest Funds:			
Balance, Jan. 1, 1943		16,190.43	
Add: Interest received	$ 22.26		
Dividends received	14.50		
Trust fund income	600.75	637.51	
		16,827.94	
Deduct: Contest expenses	630.08		
Trustee's loss	1,164.87	1,794.95	
Balance, Dec. 31, 1943 (Exhibit "C")			15,032.99
Jennie C. Watts Fund:			
Balance, Jan. 1, 1943		8,503.59	
Add: Interest received		180.43	
		8,684.02	
Deduct: Peacham History expense		3,018.58	
Balance Dec. 31, 1943			5,665.44
Total trust funds for specific purposes (Exhibit "A")			25,802.96

TRUST FUNDS FOR GENERAL ENDOWMENT

Wilbur and Life Membership Endowment Funds:			
Balance Jan. 1, 1943		$102,984.21	
Add: Bond interest	$2,432.50		
Savings account interest	3.96		
Dividends	1,387.92		
Life memberships	150.00		
Gain on stocks retired	12.50		
Overinvestment in trust fund	5.00	3,991.88	
		106,976.09	
Deduct: Transfers to general account		3,836.88	
Balance, Dec. 31, 1943 (Exhibit "C")			$103,139.21

EXHIBIT "B"

CASH RECEIPTS AND DISBURSEMENTS BY COMMITTEES, JAN. 1 TO DEC. 31, 1943

LIBRARY COMMITTEE

1943 appropriation		$ 2,000.00	
Add: Cash receipts:			
Sale of microfilm	$ 328.09		
Sale of duplicates, etc.	58.76		
		386.85	
Total available		2,386.85	
Deduct: Cash disbursements:			
Books	1,238.27		
Coates Bibliography	233.56		
Library administrative	403.00		
Museum	365.12		
		2,239.95	
Unexpended balance Dec. 31, 1943			$ 146.90

PUBLICATIONS COMMITTEE

1943 appropriation		2,900.00	
Add: Cash receipts:			
Sale of books and publications		440.21	
Total available		3,340.21	
Deduct: Cash disbursements:			
Proceedings	1,452.41		
General publishing	507.40		
Paper stocks	384.34		
		2,344.15	
Unexpended balance Dec. 31, 1943			996.06

HISTORIC BUILDINGS COMMITTEE

1943 appropriation	300.00	
Add: Cash receipts:		
Gift from Earle Williams Newton	25.00	
Unexpended balance Dec. 31, 1943		325.00

EDUCATIONAL COMMITTEE

1943 appropriation	300.00	
Unexpended balance Dec. 31, 1943		300.00

EXHIBIT "C"

Recapitulation of Resources by Funds as of Dec. 31, 1943*

Current fund (Exhibit "A") checking account		$ 1,341.94
Unrestricted funds (Exhibit "A")		11,112.55
Trust funds for specific purposes:		
Dewey Monument Fund (Exhibit "A")	$ 5,104.53	
Edmunds Fund (Exhibit "A")	15,032.99	
Jennie C. Watts Fund (Exhibit "A")	5,665.44	
Total trust funds for specific purposes		25,802.96
Trust funds for general endowment:		
(Wilbur Fund, $100,000.00; life memberships $2,500.00; capital increase, $155.00)		
Stocks	23,201.78	
Bonds	79,590.21	
Savings account No. 23533	347.22	
Total for general endowment		103,139.21
Total resources		$141,396.66
Surplus		$141,396.66

AUDITOR'S CERTIFICATE

I have examined the books and records of the Vermont Historical Society for the year ending December 31, 1943, have reviewed the system of internal control and the accounting procedures of the Society and, without making a detailed audit of all transactions, have examined or tested accounting records of the Society and other supporting evidence, by methods and to the extent I deemed appropriate. My examination was made in accordance with generally accepted auditing standards applicable in the circumstances and included all procedures I considered necessary.

In my opinion, the accompanying financial statement and related statement of receipts and disbursements present fairly the position of the Vermont Historical Society at December 31, 1943, and the results of its operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Barre, Vermont, Jan. 5, 1944 — Frederick A. Mayo

* Condensed from auditor's report, available in Society.

There was a slight increase in the amount of interest received during the year, occasioned primarily by the transfer of savings account funds to other types of investments bearing a larger rate of interest.

Dividends received on securities owned by the Society decreased slightly, an indication that corporations are beginning to feel the strain of higher taxation.

It was gratifying to see a $90.00 increase in dues received from active members. This has been the result of the extra effort of our Director, in close cooperation with his committees. It is also apparent that we have had a larger sale of books, proceedings and publications. I have been informed that the present stock of salable publications is large enough to insure even more revenue from this source.

It is also significant to note that for the first time since yearly withdrawals from unrestricted funds (to the extent of $2,000.00 per year) were authorized, none were necessary this year.

It was our misfortune to sustain a loss of $2,983.40 on the exchange of our class "B" participation stock, held in the Dewey Fund, in the Montpelier Savings Bank & Trust Co. We acquired some cash and one new share of non-assessable common stock for each ten owned. Likewise the "Unrestricted Fund" sustained a loss of $41.30.

Your Society recently was informed by the Girard Co., trustee of the Mary M. Edmunds Fund, that certain securities and real estate had been sold and the cash converted into other types of investments, all of which imposed a loss of $1,164.87 of the principal, none of which is available to the Society by virtue of the original deed of trust. The trustee, however, did realize a greater yield on its investments for 1943 than in the previous year.

ALBERT E. SLAYTON, *Treasurer*

LIST OF MEMBERS, 1943

LIFE MEMBERS

Edwin A. Bayley, *Boston, Mass.*
Laura M. Bayley, *Newbury*
Mrs. Lucia W. Bayley, *Boston, Mass.*
Horace Brown, *Springfield*
Herbert C. Comings, *Richford*
Charles H. Darling, *Burlington*
Mrs. Annie F. David, *Philadelphia*
Walter F. Dickinson, *Jericho, N.Y.*
Mrs. Harry Eggleston, *Berkeley, Cal.*
Mrs. Martha C. Fabyan, *Springfield, Mass.*
Fanny B. Fletcher, *Proctorsville*
Leon Stearns Gay, *Cavendish*
F. Whitney Harrington, *Montpelier*
Charles F. Heartman, *Hattiesburg, Miss.*
Edward R. Houghton, *Cambridge, Mass.*
S. A. Howard, *Rutland*
Fred A. Howland, *Montpelier*
Philip B. Jennings, *New York*
Atwater Kent, *Wilmington, Del.*
Dorman B. E. Kent, *Montpelier*
Miss Agnes K. Lawson, *Montpelier*
Frank Lord, *New York*
George D. Lord, *Hanover, N.H.*
Herman S. Lovejoy, *New Haven, Conn.*
Hall Park McCullough, *North Bennington*
Sanborn Partridge, *Proctor*
Alice L. Priest, *Brookline, Mass.*
Miss Emily D. Proctor, *Proctor*
Mrs. John L. Proctor, *Washington*
Mortimer R. Proctor, *Proctor*
Redfield Proctor, *Proctor*
Robert D. Proctor, *Milton, Mass.*
Harold G. Rugg, *Hanover, N.H.*
Mrs. Sherwood B. Seeley, *Grymeshill, N.Y.*
Jean W. Simpson, *East Craftsbury*
H. Jermain Slocum, *Charlestown, S.C.*
John Spargo, *Old Bennington*
Mrs. Helen M. Strohecker, *Utica, N.Y.*
Charles E. Tuttle, Jr., *Rutland*
Riford R. Tuttle, *Rutland*
Miss Mary E. Waterman, *Williamstown*
James W. Webb, *New York*
Mrs. J. Watson Webb, *Westbury, N.Y.*
Vanderbilt Webb, *New York*
Frank J. Wilder, *Somerville, Mass.*
Col. William J. Wilgus, *Ascutneyville*
Mrs. Alice F. Woodcock, *Vergennes*
Mrs. Susan K. Wright, *Westminster*

ACTIVE MEMBERS

Capt. Horace Mills Abrams, *Albany, N.Y.*
Daniel L. Adams, *Northfield, Minn.*
Frederick C. Adams, *Brattleboro*
Harold J. Adams, *Buffalo, N.Y.*
Porter Adams, *Boston, Mass.*
Mrs. Lillian M. Ainsworth, *Montpelier*
Vincent A. Alden, *Hartford, Conn.*
A. Vail Allen, *Fair Haven*
Alvin R. Allen, *Brattleboro*
Miss Florence C. Allen, *Middlebury*
Joseph D. Allen, *Brooklyn, N.Y.*
Lt. Rufus K. Allerton, Jr., *Hobe Sound, Fla.*
J. Ashton Allis, *New York*
David V. Anderson, *Montpelier*
George P. Anderson, *Boston, Mass.*
Dr. F. C. Angell, *Randolph*
Dr. Francis J. Arnold, *Burlington*
Mark R. Arnold, *Chicago, Ill.*
Flynn G. Austin, *Middlebury*
Hon. Warren R. Austin, *Burlington*
Mrs. Henry M. Backus, *New York*
Hamilton Vaughan Bail, *Washington*
George C. Bailey, *Montpelier*
Harold L. Bailey, *Montpelier*
Clarence F. Ball, *Rutland*
Rev. Henry L. Ballou, *Chester*
Paul H. Ballou, *Chester*

T. D. Seymour Bassett, *Burlington*
Mrs. L. P. Batcheller, *Wallingford*
Madison Clair Bates, *Maplewood, N.J.*
Mary R. Bates, *Burlington*
Allen P. Beach, *Vergennes*
Rev. Samuel N. Bean, *Springfield*
Mrs. W. H. Beardsley, *Springfield*
H. C. Belcher, *Proctor*
Miss Hilda Belcher, *New York*
Bennington Battle Monument and Historical Assn., *Bennington*
Harold Bergman, *Burlington*
The Billings Library U.V.M., *Burlington*
Elliot W. Bisbee, *Concord, Mass.*
Charles F. Blair, *Buffalo, N.Y.*
Joseph Wing Blakely, *Montpelier*
Helen Wright Blanchard, *Amherst, Mass.*
Herbert H. Blanchard, *Springfield*
Mrs. Anne Calef Boardman, *Riverdale-on-Hudson, N.Y.*
Dr. Ernest L. Bogart, *New York*
Prof. Walter T. Bogart, *New Orleans*
Mrs. E. Paul Bogle, *White River Jct.*
Dr. Jesse P. Bogue, *Poultney*
Almon I. Bolles, *Bellows Falls*
Mrs. Margaret L. Boody, *Englewood, N.J.*
Charles B. Borden, *Woodstock*
Bowdoin College Library, *Brunswick, Me.*
Guy H. Boyce, *Proctor*
Donald M. Boyer, *Northfield*
Thomas J. Boynton, *Arlington, Mass.*
Richards M. Bradley, *Boston, Mass.*
William F. Branch, *Champlain, N.Y.*
Mrs. Stickney Branliere, *Bethel*
Oscar E. Bredenberg, *Champlain, N.Y.*
Elbert S. Brigham, *Montpelier*
Frank M. Bryan, *Canaan*
Blanche B. Bryant, *Springfield*
Ellsworth Bunker, *New York*
Mrs. Ellsworth Bunker, *New York*
Helen E. Burbank, *Montpelier*
Mrs. George W. Burnes, *Montpelier*
Hon. John S. Buttles, *Brandon*
Col. Reginald W. Buzzell, *Camp Blanding, Fla.*
Timothy E. Byrnes, *St. Petersburg, Fla.*
Miss Hermione Canfield, *Manchester*
Mrs. Mary Grace Canfield, *Woodstock*
Frederick T. Carpenter, *Saratoga, N.Y.*
Prof. D. B. Carroll, *Burlington*
Hon. Newman K. Chaffee, *Rutland*
Mrs. Margaret K. Chapin, *Barrington, R.I.*
Mrs. William H. Chapin, *Chelsea*
Elsie B. Chatterton, *Vergennes*
Thomas C. Cheney, *Morrisville*
Charles R. Cherington, *Concord, Mass.*
Chicago University Library, *Chicago*
Sargent B. Child, *Washington, D.C.*
Miss Elsie A. Choate, *Peacham*
Dr. E. R. Clark, *Castleton*
Harry W. Clark, Jr., *Syracuse, N.Y.*
Henry W. Clement, *Rutland*
Mrs. Henry W. Clement, *Rutland*
John P. Clement, *Rutland*
Dr. Gardner N. Cobb, *Worcester, Mass.*
Carroll L. Coburn, *East Montpelier*
James C. Colgate, *New York*
Mrs. Bertha M. Collins, *Westminster*
Mrs. Alice F. Colton, *Springfield, Mass.*
Dr. Edwin Arthur Colton, *Montpelier*
John M. Comstock, *Chelsea*
Harrison J. Conant, *Montpelier*
Morris H. Cone, *Hartford*
Benjamin F. Cook, *Rutland*
John Hutchinson Cook, *Trenton, N.J.*
Guy O. Coolidge, *Rutland*
Mrs. Omeron H. Coolidge, *Rutland*
Frank C. Corry, *Montpelier*
William F. Corry, *Montpelier*
Clifford Eleler Cory, *Putney*
Charles E. Crane, *Montpelier*
Albert Cree, *Rutland*
Mrs. Joyce B. Cree, *Wheelock*
Frank M. Culver, *Richmond*
Henry C. Culver, *Brattleboro*
Rev. John G. Currier, *Bellows Falls*

Prof. Merle Curti, *Madison, Wis.*
J. A. Curtis, *East Brookfield*
Dr. Robert D. Curtis, *Manchester*
Stanley Martin Curtis, *Bradford*
George N. Dale, *Island Pond*
Mrs. Gertrude Daniels, *Grafton*
Raymond B. Daniels, *Montpelier*
Mrs. Madelyn S. Davidson, *Rutland*
Mrs. Marion F. Davies, *Lower Waterford*
George H. Davis, *Proctor*
Lt. Col. Merle H. Davis, *St. Louis*
Dr. Stephen R. Davis, *Lynn, Mass.*
Prof. Leon W. Dean, *Burlington*
Edward H. Deavitt, *Montpelier*
Bert R. Demeritt, *Waterbury*
George Goodwin Dewey, *Chicago, Ill.*
Miss Helen C. Dewey, *Montpelier*
James French Dewey, *Quechee*
Maurice W. Dewey, *Montpelier*
Mrs. F. R. Dickerman, *Bristol*
Prof. Leon E. Dix, *Northfield*
Gilbert H. Doane, *Madison, Wis.*
Mrs. Maude L. Doane, *Fairfield*
Richard M. Dorson, *Cambridge, Mass.*
E. Lawrence Dudley, *Salisbury*
Guy Du Val, *New York*
H. Edward Dyer, *Rutland*
William H. Dyer, *Montpelier*
Henry Howard Eddy, *Hyde Park, N.Y.*
Halsey C. Edgerton, *Hanover, N.H.*
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William A. Ellis, *Montpelier*
Zenas H. Ellis, *Fair Haven*
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D. Llewellyn Evans, *Worcester, Mass.*
William M. Evarts, *New York*
Mrs. Z. H. Fahnestock, *Dorset*
Charles H. Farnsworth, *Thetford*
Miss Shirley Farr, *Brandon*
Federal Advt. Agency, Inc., *New York*
Mrs. Harriet K. Felder, *Brooklyn*
Pvt. O. A. Ferguson, *Nichols Field, P.I.*
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Charles K. Field, *Newfane*
Edward D. Field, *Montpelier*
Fred Tarbell Field, *Newton, Mass.*
Miss Ruth Field, *Los Angeles, Cal.*
William Field, *Rutland*
Mrs. Dorothy C. Fisher, *Arlington*
Miss Josephine Fisher, *Bryn Mawr*
Ens. Miriam Fitts, *Washington, D.C.*
Osmer C. Fitts, *Brattleboro*
Mrs. Helen H. Flanders, *Springfield*
Ralph Edward Flanders, *Springfield*
William R. Folsom, *South Hero*
Charles W. Fowle, *East Aurora, N.Y.*
Ralph T. Freihofer, *Boston, Mass.*
Edward S. French, *Springfield*
Harold F. French, *Winchester, Mass.*
J. H. Frenier, *Rutland*
Charles E. Furey, *Barre*
John E. Gale, *Guilford*
John R. Gardner, *Poughkeepsie, N.Y.*
Mrs. Sally F. Gardner, *Buffalo, N.Y.*
Howard E. Giles, *South Woodstock*
Waldo F. Glover, *Winchester, Mass.*
J. A. Goodman, *Swanton*
Raymond W. Goodspeed, *Rutland*
Edward B. Gordon, *New Haven, Conn.*
Grand Lodge of Vermont Masons, *Burlington*
Mrs. Fanny H. Gray, *Wells*
Walton A. Green, *Proctorsville*
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Norman B. Hall, *Chevy Chase, Md.*
Walter Rice Hard, *Manchester*
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William D. Hassett, *Washington, D.C.*
Anthony Haswell, *Dayton, O.*
Marvin Hatch, *Hartland*
Public Library, *Haverhill, Mass.*
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Lloyd T. Hayward, *Montpelier*
Prof. Tracy E. Hazen, *New York*
Mrs. L. A. Heidel, *Rutland*
Alfred H. Heininger, *Burlington*
John C. Hennessey, Sr., *Bellows Falls*
Dr. Byron H. Hermann, *St. Albans*
Mary Elizabeth Hewitt, *Auburn, Mass.*
Edwin L. Hildreth, *Brattleboro*
Miss Ethel W. Hill, *Bellows Falls*
Dr. Jas. S. Hill, *Bellows Falls*
Ralph N. Hill, Jr., *Burlington*
William A. Hill, *Isle La Motte*
Mrs. William A. Hill, *Isle La Motte*
William H. Hill, *Fort Edward, N.Y.*
Clarence C. Hills, *Norwich*
Mrs. Alice B. Hobart, *Chapel Hill, N.C.*
F. C. Holbrook, *Brattleboro*
A. John Holden, Jr., *Middlebury*
Rev. John H. Hopkins, *Grand Isle*
Mrs. Ida B. Horton, *Northfield*
Harry S. Howard, *Burlington*
Clifton D. Howe, *Toronto, Canada*
David Willard Howe, *Burlington*
Hon. Frank E. Howe, *Bennington*
George W. Howe, *Springfield, Mass.*
Harland B. Howe, *Burlington*
Luman B. Howe, *Montpelier*
Miss Mildred B. Howes, *Montpelier*
Gen. Charles R. Howland, *Cleveland*
Mrs. Margaret L. Howland, *Montpelier*
Sgt. Edward A. Hoyt, *Battery A, 253rd C.A., APO 845*
John C. Huden, *Montpelier*
Charles W. Hughes, *White Plains*
Ray Woodbury Huse, *Montpelier*
Charles M. Hutchinson, *Cambridge, Mass.*
George E. Hyde, *Montpelier*
Dr. Fred K. Jackson, *Burlington*
Henry Hollister Jackson, *Barre*
Horatio N. Jackson, *Burlington*
Percy J. Jeffords, *Williamstown*
Mrs. C. K. Johnson, *Burlington*
Miss Elizabeth F. Johnson, *Woodstock*
Dr. Norris O. Johnson, *White Plains*
Edward H. Jones, *Waitsfield*
Lawrence C. Jones, *Rutland*
Mrs. L. R. Jones, *Orlando, Fla.*
Edwin H. Keast, *Barre*
Fred A. Keegan, *Montpelier*
Marguerite A. Kellogg, *Montpelier*
Frank M. Kendall, *Montpelier*
Edward H. Kenerson, *Winchester, Mass.*
Harry A. Keniston, *Concord*
Ira Rich Kent, *Boston, Mass.*
Arthur H. Keyes, *Rutland*
John A. Kilbourn, *Bristol*
Earle S. Kinsley, *Rutland*
Rev. Frank J. Knapp, *Montpelier*
Mrs. G. Adolf Koch, *New York*
Miss Genieve Lamson, *Randolph*
Mrs. Bella C. Landauer, *New York*
Mrs. Sealand W. Landon, *Poughkeepsie, N.Y.*
Ben B. Lane, *Burlington*
Mrs. George B. Lane, *Minneapolis*
Mrs. Sarah E. Lane, *Middlebury*
Leon D. Latham, *Milton*
Hubbel Lathrop, *New York*
Linwood B. Law, *Buffalo, N.Y.*
Mrs. Elsie S. Lewars, *Gettysburg, Pa.*
Prof. Leo R. Lewis, *Tufts, Mass.*
Very Rev. Arthur C. Lichtenberger, *Newark, N.J.*
Prof. Julian I. Lindsay, *Burlington*
Mrs. Elinor W. Locke, *Lexington, Mass.*
Errol H. Locke, *Lexington, Mass.*
Sotirios S. Lontos, *New York*
Robert E. Luce, *Waterbury*
Henry M. Lull, *Houston, Texas*
Eric Bernard Lundberg, *Rutland*
William M. Lybrand, *New York*
Albert M. Lyon, *Boston, Mass.*
Clarke S. Lyon, *Holyoke, Mass.*
Mrs. A. E. MacDougall, *Madison, Conn.*
Mrs. Frances C. Mackenzie, *Woodstock*
Eugene W. Magnus, *Waterbury*
Walter B. Mahony, *Scarborough-on-Hudson, N.Y.*
Rev. Vincent B. Maloney, *Winooski*
Ernest J. Marchetti, *White River Jct.*
Rev. Alba M. Markey, *Lyndonville*
Colburn L. Martin, *Burlington*

Frederick C. Martin, *Burlington*
Harold W. Mason, *Brattleboro*
Herbert Delevan Mason, *Barre*
Ozias D. Mathewson, *Lyndon Center*
Virgil L. McCarty, *Hartland*
John H. McDill, *Woodstock*
William R. McFeeters, *St. Albans*
Miss Mary E. McKeogh, *Rutland*
William M. Meacham, *Boston, Mass.*
Carl A. Mead, *New York*
George W. Mead, *Middlebury*
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The chief manner in which this is usually done is by the library card catalog, which, however, is useful only to the student on the spot. Bibliographies and indices are two further aids which, because printed, can have a wider usage. And the printing in the proceedings of the various societies of articles, addresses and documents also assists in obtaining a more extensive coverage.

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After completing a cumulative name and subject index to the quarterly *Proceedings*, new series (now the *Vermont Quarterly*), the Director, in his capacity as editor, undertook to evolve some method of unearthing what riches were to be found in the old series. It was virtually unindexable in its old form. Therefore, in order both to bring related subject matter together and to make the articles available for indexing, it was decided to regroup and reissue them in new volumes, continuing the old *Collections* of the Society, which had stopped abruptly after the first two volumes in 1871–72. This was done partly by photolithography, and partly by actual use of signatures from the old issues of which we had a surplus. The result was erratic pagination; thus, after volumes three and four (which worked out all right), the pages were renumbered with a numbering machine. Indexes based on this new numbering are included in each volume, and now that a consecutive volume group exists, a cumulative index will be issued the latter part of this year to cover volumes one through ten.

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